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ABSTRACT

In 1988, the Chancellor's Office of the California Community Colleges (CCC) employed the Delphi Technique to gather opinions from individuals throughout the CCC system about the major issues confronting community colleges and about possible solutions to these issues. Undertaken to assist the Board of Governors in preparing its 1988-89 Basic Agenda, the survey solicited responses from Chancellor's Office staff, members of the Board of Governors, district and college chief executive officers and chief instruction officers, academic senate presidents, and statewide participants in two public forums held on the Basic Agenda. The Delphi project was conducted in two rounds in which individuals ranked statements about issues for their accuracy and relevance, and statements about solutions for their practicality and consequences. The statements focused on educational excellence, student access and success, human resources, finance, and system development. In round one, respondents were also asked to comment and suggest additional issues and solution. In round two, respondents were provided with information on the groups' rankings from round one and were asked to comment if their rankings differed. Of 408 individuals surveyed in round one, 163 (40%) responded. In round two, a total of 135 (31%) responded to a slightly larger mailing. There was substantial agreement among all groups surveyed on the need to address the issues of inadequate funding, obsolete facilities and equipment, replacement of retiring faculty, and the future enrollment of more students who will desire occupational retraining and ESL and who will be single parents. Appendixes provide a detail of responses to the Delphi questionnaires and sample questionnaires for both rounds of the process. (JMC)

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Issues Confronting Community Colleges

Report on a Delphi Project

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California Community Colleges

Chancellor's Office

June 1988

JC 900 406

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Report 88-5 • June 1988

Chancellor's Office
California Community Colleges
Sacramento, California

Preface

For the past five years, the Board of Governors has used a *Basic Agenda* to formulate and communicate the broad goals and objectives it has adopted to guide the work of the 70 districts and 106 colleges that make up California's community college system.

Concern about the short-term nature of the goals and the lack of systemwide participation in the development of prior *Basic Agendas* persuaded the Board to make a number of changes in the way it prepared the *Basic Agenda* for 1988-89. Among them was the use of the Delphi process as one of several ways to gather opinions about the major issues confronting California community colleges and about possible solutions for these issues.

This report describes the conduct and results of our Delphi project. We employed a slightly modified Delphi technique so as to obtain opinions from many individuals on an extremely wide variety of issues and solutions. The results proved quite useful and have been incorporated in our work to refine the substantive content of the *1988-89 Basic Agenda* that is proposed for Board review and adoption.

This report was prepared in the Research and Analysis Unit by Chuck McIntyre, Channing Yong, and Velya Loving, Director, Analyst, and contractor, respectively. Martha Kanter, Assistant Deputy Chancellor for Policy Development, provided valuable review and advice throughout the project. A major word of thanks is due also to the many individuals who took the time to respond to the project's complex questionnaires: members of the Board of Governors, professional staff in the Chancellor's Office, Academic Senate Presidents, district Chancellor-Superintendents and college Presidents, members of the Chief Instructional Officers Council, and statewide participants from two forums held in February 1988.

Comments and questions on this report may be directed to the Research and Analysis Unit (916) 322-4656.

John D. Randall
Chancellor

June 1988

Summary of Issues and Solutions

The Chancellor's Office conducted a Delphi project as one of several inputs in preparing the 1988-89 Board of Governors *Basic Agenda* for California community colleges. This is a summary of that work.

The Delphi is a technique developed by the Rand Corporation as a way to combine individual opinions, but avoid the problems involved in face-to-face exchanges. The objective is to obtain a consensus or convergence of opinion through a series of questionnaires, with controlled feedback, in which all respondents participate equally and anonymously.

While used largely for forecasting by small panels of experts, there also have been attempts (like this) to use the Delphi to identify and rank the preferences of larger groups about issues, policies, goals, and objectives for public services. Use of the Delphi for policy development is not so much to reach consensus as it is to explore a wide range of options, combining many individual opinions about their importance and impact.

The Chancellor's Office Delphi project was designed to have potential issues and solutions for the work of the community colleges ranked by a wide range of individuals concerned with the colleges: members of the Board of Governors, Chancellor's Office Staff, district and college Chief Executive Officers and Chief Instructional Officers, Academic Senate Presidents, and statewide participants in two public forums held on the *Basic Agenda*.

Two rounds were conducted in which individuals were asked to use five-point Likert scales to rank statements about issues for their accuracy and relevance and to rank statements about solutions for their practicality and consequence. In Round I, respondents were asked also to comment and suggest additional issues and solutions. In Round II, respondents were provided information on the groups' rankings from Round I and asked to comment if their rankings differed.

Of 408 individuals surveyed in Round I, 163 (40%) responded. In Round II, a total of 135 (31%) responded to a slightly larger mailing. About half of the Chief Executive Officers responded in each round. Faculty and Chancellor's Office Staff response was about half that of the Chief Executive Officers. Written comments were provided by 37 percent of Round I and 27 percent of Round II respondents. Round I comments resulted in the questionnaire for Round II being expanded by about half.

Given the length and complexity of the questionnaire, the response on this project compares favorably with other similar Delphi projects. Moreover, keeping in mind the number of respondents, it is possible to identify many statistically significant and important differences among the mean rankings of different issues and solutions.

Issues ranked as most important and solutions ranked as most desirable within their respective subject areas are as follows:

Educational Excellence

- More students will return to college for retraining.
  - Examine vocational skills and relate to economic development.
  - Renew focus on vocational education through Board policy.
  - Identify specific training needs of students, whether academic or vocational.

- Demographic trends suggest the need for a strong, balanced general curriculum.
  - Coordinate instruction and student support services closely.
  - Reassert the Board of Governors call for excellence.
  - Use results of student assessment to shape the curriculum.

- More college students will be in need of instruction in English as a Second Language (ESL).
  - Implement teacher training in basic skills and ESL.
  - Increase student support services for ESL instruction.
  - Adopt Board of Governors policy on basic skills and ESL.

- There is substantial unmet need in ESL.

- Students continue to have difficulty transferring to four-year institutions.
  - Implement policy to guarantee transfer.

also,

  - Gather follow-up data on former students.

Student Access and Success

- More single parents will be enrolling in college.
  - Recognize and solve the barrier to access of child care.

- More high school drop-outs and high risk youth will enroll.
  - Work more closely with intermediate and high schools.

- There is an unmet need for literacy training of native-born.
  - Identify existing work and develop policies to address gaps.

- Many younger students slow their academic progress by working.

- Participation in community colleges has declined since 1981.
  - Enroll and retain the underrepresented.
  - Expand work with elementary and intermediate schools.

also,

  - Improve image of community colleges' lower division programs.
  - Communicate assessment results to students.
  - Keep student fees relatively low.
  - Use more measures than just tests to assess and advise students.
  - Make assessment and advisement unbiased and accurate.
  - Simplify admissions and financial aid application procedures.

Human Resources

- There is a long-term need to replace faculty who will retire.
  - Make annual projections of faculty replacement needs.
  - Communicate replacement needs to teacher training institutions.
  - Relate replacement to affirmative action goals.

- Incentives for good teaching are inadequate.
  - Improve incentives for good teaching.
  - Elevate focus on college teaching and improve preservice training.

- There is a need for development of staff.
  - Develop programs to vitalize staff and improve competencies.
  - Conduct programs for middle management, as well as for faculty.
  - Strengthen administrator in-service training.
  - Fund programs within state guidelines.

also,

  - Expand supply of qualified applicants.
  - Use student evaluations as part of faculty evaluations.

Finance

- Funding has been inadequate since 1981.
  - Accompany all state mandates by funding.
  - Support cost-of-living adjustments (COLAs).
  - Emphasize finance standards (how programs ought to be funded).
  - Relate financing to other aspects of colleges' work.
  - Fund the matriculation program fully.
  - Evaluate what is "really needed" in the college system.

- Equipment is becoming increasingly obsolete.
  - Develop a method to update capital and equipment needs.
  - Examine equipment repair and replacement standards.

- Facilities age faster than they can be maintained and repaired.
  - Develop a long-range plan for facilities renewal.
  - Assess capital and maintenance needs, noting the needs of other agencies.

- Funding is less predictable than in the 1970s.
  - Develop a planning and funding technique to minimize uncertainty.
  - Develop a long-range finance plan.

also,

  - Develop a method for the Board to set capital outlay priorities.
  - Review relevance of current facilities utilization standards.

Developing the System

- Management information needs improvement.
  - Continue development of the management information system (MIS).

- The state/local delineation of functions needs to be clarified.
  - Establish process to review state and local responsibilities.

- State and local communications need improvement.
  - Improve Chancellor's public relations and communications.
  - Improve the Consultation Process.

- Systemwide research and policy analysis needs to be improved.
  - Obtain adequate resources for planning and research.

also,

  - Clarify the role of the Academic Senate in curriculum development.
  - Delineate roles of Academic Senates and bargaining agents.

- Strengthen the authority of the Chancellor to act as the colleges' spokesperson.
- Emphasize collegiality on campus.

With few exceptions, solutions ranked as desirable also are ranked as feasible. And, while not a major objective of the project, there was a significant convergence of opinion (narrowing of rankings) on both issues and solutions between Rounds I and II.

There is substantial agreement among all groups on the need to address the issues of inadequate funding, obsolete facilities and equipment, replacement of retiring faculty, and the future enrollment of more students who will desire occupational retraining and ESL and who will be single parents. Chief executive officers and faculty rank issues of finance somewhat higher than do the Chancellor's Office staff who express more concern about how the system ought to be developed. There appears to be less consensus among the different groups on how to develop the system than there is for solving problems in other areas of the study.

Report on a Delphi Project

Background

The 106 California community colleges are organized into 70 districts, each governed by its own locally elected board of trustees. Providing leadership, coordination, and regulation for this system of colleges is the statewide Board of Governors, whose 15 members are appointed by the Governor, and its staff, headed by the Chancellor.

One of the most difficult tasks faced by the Board is to formulate broad goals and objectives to guide the work of the colleges. To focus this activity, the Board develops a *Basic Agenda* each year. Five such agendas have been adopted since 1984, but there has been concern that the agendas focused only on one year and lacked broad participation in their development. To address these concerns, a number of changes were undertaken in the development of the *1988-89 Basic Agenda*. (See Board of Governors *Agenda*, January 1988.) One of these changes was to use the Delphi technique as a means of providing the Board with a broader range of options from a broader range of its constituents in setting the goals and objectives for the coming year.

The Delphi technique was developed originally by the Rand Corporation as a means to combine individual opinions, but avoid the problems involved in face-to-face exchanges. The objective is to obtain a consensus or convergence of opinion through a series of questionnaires, with controlled feedback, in which all respondents may participate equally and anonymously. The technique derives its name from the ancient Greek center of wisdom, Delphi, where the oracle of Apollo gave predictions and forecasts to those who came seeking such advice.

While the Delphi has been utilized largely for forecasting by small panels of experts, it also has been used to identify and rank the preferences of larger groups about the goals and objectives of public services (Linstone and Turoff, 1975). However, as Uhl (1983) observes, there have been few studies of higher education using this technique. Also, use of the Delphi in policy development (as in this project) is not so much to reach consensus as it is to support other activities by exploring a wide variety of options and by estimating their possible impact and potential acceptance.

Project Design

The Chancellor's Office Delphi Project was designed to solicit a broad range of responses from several groups involved with California's community colleges:

- Board of Governors
- Chancellor's Office Staff
- District and College Chief Executive Officers
- College Academic Senate Presidents
- Statewide participants in two public forums

After the project began, the Council of Chief Instructional Officers asked to participate and was also included. Because of timing -- the entire Delphi Project had to be completed in three months -- other groups of college staff and interested parties outside the college (legislators, *et al.*) were not included.

The original design of the project called for three rounds of mailed questionnaires in which participants would be asked to rank issues about community colleges (1) for their accuracy: did they agree or disagree with the issue as stated?, and (2) for their relevance: how important was the issue? The following scales were used:

Accuracy of Issue	**Relevance of Issue**
5 Strongly Agree	5 Very Important
4 Agree	4 Important
3 Not Sure	3 Moderately Important
2 Disagree	2 Slightly Important
1 Strongly Disagree	1 Unimportant

In addition, participants were asked to rank a variety of solutions to the issues (1) according to their practicality: are they feasible?, and (2) their benefit or consequence: are they desirable? The following scales were used for this purpose:

Practicality of Solution	**Consequence of Solution**
5 Definitely Feasible	5 Highly Desirable
4 Probably Feasible	4 Desirable
3 Not Sure	3 Neutral
2 Probably Infeasible	2 Undesirable
1 Definitely Infeasible	1 Highly Undesirable

The 44 issues and 134 solutions on the Round I questionnaire were derived from work by the executive staff of the Chancellor's Office at a one-day retreat in January 1988, and from several Chancellor's Office reports on planning and evaluation issued by Chancellor's Office in 1985, 1987, and 1988. (See Exhibit 1 for Round I questionnaire.) This was not like the typical Delphi, in which Round I consists of an open-ended questionnaire. Consequently, to expand the range of opinions, Round I respondents were asked to rewrite issues with which they disagreed and to add any other issues they felt were important. In addition, they were asked to write in any solutions not already on the questionnaire that they felt were desirable -- irrespective of feasibility. These comments were to be added to the Round II questionnaire. Also, responses and recommendations from the two public forums were utilized to change the questionnaire for Round II. (See Exhibit 2 for the "combined" Round II questionnaire.)

The original project design called for Round II participants to respond in the same way to the issues and solutions. In Round II, however, participants would be presented the results of Round I -- the mean and standard deviation of responses to each issue and solution -- and asked to rank the new statements suggested by Round I respondents.

Following analysis of Round II responses, participants were to be asked to respond in the same way to a Round III questionnaire, and were to be provided a summary of Round II responses. In this case, however, respondents were to be asked to explain the reason for any response that fell more than one standard deviation away from the statistical mean of Round II responses for the group.

This design, typical of many Delphis, did not prove feasible here. Following Round I, staff decided to combine Rounds II and III. This was because of the questionnaire's complexity and because of timing problems with the mailing of the questionnaire.

The use of four rankings required respondents to make several adjustments in their thinking while working on the questionnaire. (The typical Delphi uses just two rankings.) Moreover, the questionnaires were long (14 pages in Round I and 18 pages in Round II) and thoughtful response required well over an hour of time on each. The broad scope of the issues and solutions -- nearly all facets of present and future community college operations were included -- extended beyond the specific expertise of many of the respondents.

Slow and inaccurate mailings proved to be an unexpected problem. Some participants received questionnaires within one or two days. For others, mailings (all within California) took more than one week. Also, mailing lists were not totally up to date, causing further delays.

Response

Over 408 questionnaires were distributed in each round to six groups. Response rates of 40 percent in Round I and 31 percent in Round II compare favorably with other Delphi studies that have utilized similar statements with large groups. (See Table 1, Appendix, page 1.)

Gross and Grambsch (1968), in a slightly less complex study, obtained a response of 51 percent from faculty and 40 percent from administrators in their first round, using a follow-up letter. By contrast, Uhl (1971) obtained an unusually high response of 73 percent from faculty and 82 percent from administrators in three rounds at 5 four-year eastern colleges and universities, Uhl used samples similar to ours, but a far less complex instrument in a study that took nearly one year.

Review of other case studies suggests that the response to many "large group" Delphis tends to fall at or below the Gross and Grambsch results reported above. Jillson (1975) selected 35 experts on drug abuse and circulated two rounds of questionnaires about national drug abuse policy, each of which took an average of over two hours to complete. Twenty-four (69%) responded to Round 1 and 25 (71%) to

Round 2. Similar to our experience, response deadlines had to be extended because of mailing problems. Goldstein (1975) reported somewhat less success in a Delphi designed to solicit opinion on future trends in the steel and ferroalloy industries. Of a 100 -- respondent panel selected from business, education, and government, 42 agreed to participate and one-third actually did so for all three questionnaire rounds. Reeves and Jauch (1978), by contrast, report "disappointing" results in an effort to obtain and rank suggestions for changes to vocational courses from members of business advisory committees. In their Delphi, suggestions were collected in Round 1, edited, and distributed for ranking in Round 2. Only 14 percent of 58 committee members responded positively in Round 2.

Since Chancellor's Office questionnaires were not distributed to a representative cross-section of community college constituents or to those in the formal Consultation Process, analysis of response-bias is not pertinent. It is, however, important to note how responses differ on certain issues and solutions between responding groups such as the Chief Executive Officers, faculty, and others. Due to the small number of respondents, separate results for the Board of Governors or for the Chief Instructional Officers in Round II are not presented. Responses from the Chief Instructional Officers are combined with those of forum participants in Round II to form an "other" category.

Also, when assessing results for all respondents as a group, it is important to note the composition of that group. In Round I, Chief Executive Officers (CEOs) constituted two-fifths of the responding group:

	ROUND I	
Group	Number Responding	Percentage
Board of Governors	9	6%
Chancellor's Office Staff	44	26
Chief Executive Officers	64	39
Chief Instructional Officers Council	9	6
Academic Senate Presidents	37	23
TOTAL	163	100%

Faculty (Academic Senate Presidents) response was just over half that of CEOs and, therefore, accounts for just over one-fifth of the total respondents. Chancellor's Office Staff (COS) account for one-fourth of the total responses and, because of their small numbers, the Board of Governors (BOG) and Chief Instructional Officers Council (CIOs) account for less.

Nearly two of every five respondents commented on or suggested changes and additions to the issues and solutions in Round I. (See Table 1, Appendix, page 1.) Faculty and CEOs commented with about equal frequency, while COS were most "vocal": three of every five COS respondents commented. More than two-thirds of 144 changes or additions to the questionnaire for Round II were provided by COS and CEOs. (See Table 2, Appendix, page 1.) While over one-third of faculty respondents commented, fewer suggested any specific changes.

Eighteen new issues and ninety-three new solutions were added to Round II from responses to Round I and from the two public forums. Most of the additions were to the areas of Educational Excellence and Student Access and Success. (See Table 3, Appendix, page 1.) Where the Round I questionnaire contained three solutions per issue, suggestions by respondents increased this to nearly four solutions per issue for Round II.

Of the 163 individuals who responded to Round I, 93 also responded to Round II (see Table 4, Appendix, page 2). These individuals were joined by 42 others, including 12 forum participants who had not responded to Round I. CEOs accounted for nearly half of those responding to both rounds.

As in Round I, CEOs constituted two-fifths of those responding to Round II:

	ROUND II	
Group	Number Responding	Percentage
Chancellor's Office Staff	30	22%
Chief Executive Officers	56	41
Chief Instructional Officers	5	4
Academic Senate Presidents	32	24
Forum Participants	12	9
TOTAL	135	100%

COS, whose participation declined the most from Round I to Round II, comprised one-fifth and faculty nearly one-fourth of the Round II response. Board of Governors members were not included in Round II.

A smaller proportion of Round II respondents (27%) provided written comments than was the case in Round I (37%). Once again, COS were the most "vocal," followed by faculty and forum participants. While just one-fifth of the CEOs commented, those that did so provided extensive statements.

General Comments

Along with the many suggestions for additional issues and solutions, respondents' other comments on the Round I questionnaire generally fell into one of three categories: questions about the clarity of statements, comments on the Delphi process, and substantive observations about specific statements. Questions on clarity were addressed where possible by editorial changes to the questionnaire for Round II. Comments on the process and substance of Round I are presented in Table 5 on page 3 of the Appendix.

A few respondents noted the difficulty of the questionnaire and the short time available for its completion. Substantive observations about topics were varied and no topic was addressed by more than one individual.

Fewer questions about the clarity of statements were posed in Round II than in Round I (see Table 6, Appendix, pages 4-9). This suggests that either the editorial changes were useful, many who questioned Round I did not respond to Round II, or

respondents grew weary of posing questions. The most comments about substance in Round II dealt with issues in the area of Educational Excellence, the fewest in the area of Finance. This may be explained partly by their respective locations on the questionnaire -- Educational Excellence, first; Finance, next to last. Substantive comments are included in the discussion below where pertinent.

What Issues Are Important?

In general, Finance issues are felt to be substantially more important than those dealing with Educational Excellence, Student Access and Success, and Human Resources. (Average rankings of mean scores by all respondents for each subject area are displayed in Table 7, Appendix, page 10.) Of intermediate importance are those issues in the area of Developing the System.

The relatively high rankings for relevancy of issues (around 4.0; *i.e.*, "important") is not altogether unexpected. Lindeman (1981) obtained high rankings using a similar method. In Round 1 of her work, 300 nurses were asked to identify priorities for nursing within the national health care system. Respondents were then asked in Round 2 to rank those priorities on a 5-point Likert scale (like ours) and, in Round 3, asked to justify further rankings that were more than one standard deviation from the mean group ranking in Round 2. (The latter step was similar to the work of our Round II). Lindeman's study and ours effectively asked for rankings of statements by individuals, many of whom selected the statements originally and, therefore, could be expected to rank them as important.

While not the major objective, Round II did produce substantial convergence of thinking from Round I. (Indeed, the convergence might have been greater had all Round I and Round II respondents been the same and had all Round II respondents ranked all issues -- a few did not, apparently thinking it was unnecessary.) As noted in Table 7, Appendix, page 10, standard deviations of mean score rankings of issues for relevance dropped by one-fifth to one-fourth, on the average, between Rounds I and II. This change can be compared to Uhl's (1971) Delphi, where standard deviations typically dropped by one-half to two-thirds between Rounds 1 and 3 (one more round than the Chancellor's Office Delphi).

More important, however, is the dispersion that exists between the rankings attributed by respondents to the relevance of each issue. This dispersion, ranging from 4.77 to 2.91 in Round II, enables perceptions about the importance of issues to be identified clearly (see Table 8, Appendix, pages 11-12).

(Note: In making comparisons among mean score rankings by all respondents, a difference of about .26 between two mean scores is statistically significant [using a two-tailed t-test, $P>.05$]. When comparing mean score rankings among different groups of respondents, a larger difference between two means [about .4] is required for significance because of the smaller number of individuals involved.)

Issues ranked by respondents as most important are:

	ISSUE	ROUND I Mean	ROUND I Rank	ROUND II Mean	ROUND II Rank
AA.	Inadequate funding since 1981.	4.66	1	4.77	1
DD.	More equipment is becoming obsolete.	4.38	4	4.58	2
T.	Long-term need to replace faculty.	4.45	2	4.58	3
L.	Inadequate funding for capital outlay.	--	--	4.57	4
CC.	Facilities age faster than are replaced.	4.44	3	4.55	5
F.	More students will need retraining.	4.26	9	4.54	6
H.	Need for stronger, more-balanced curriculum.	4.34	5	4.45	7
GG.	Funding less predictable than in 1970s.	4.30	7	4.45	8
B.	Increasing need for ESL.	4.08	16	4.43	9
PP.	Improving management information.	4.27	8	4.42	10
SS.	Clarify state/local delineation of function.	4.32	6	4.37	11
K.	More single parents.	4.09	14	4.35	12
O.	Local budgeting less flexible than in 1970s.	--	--	4.35	13
X.	Incentives for good teaching are inadequate.	4.12	13	4.34	14
M.	Many facilities dysfunctional/out-of-date.	--	--	4.34	15
LL.	State/local communications need improvement.	4.21	10	4.31	16
A.	There is substantial unmet need for ESL.	4.16	11	4.29	17
RR.	Improve research and policy analysis.	4.14	12	4.26	19
NN.	Chancellor's Office needs to be upgraded.	4.09	15	4.19	24
BB.	Funding is other than cost-based.	4.09	15	4.23	20

Concern about resources is strong. Inadequate funding is ranked as most important, followed by the issues of obsolete equipment and facilities and the coming need to replace faculty who will retire. Three new issues (not in Round I) are ranked among the top 15 of Round II. Inadequate capital outlay funding ranks especially high.

Issues whose rankings increase the most from Round I to Round II are:

B. Increasing need for ESL.
F. More students need retraining.
K. More single parents.
DD. More equipment becoming obsolete.
X. Lack of teaching incentives.

In general, issues ranked highly in Round I are ranked even more highly in Round II. And, as noted above, there is substantial convergence in rankings; that is, considerably more agreement among respondents in Round II than in Round I. This can be observed by the smaller coefficients of variation for all issues in Round II (see Tables 7 and 8, Appendix, pages 10 and 11.

(Note: The coefficient of variation, cv, where cv = standard deviation/mean is a good indicator of the [dis]agreement among responses to a particular statement. To illustrate, the cv for issue AA on inadequate funding was .18 (0.85/4.66) in Round I. This figure dropped to .11 (0.51/4.77) in Round II, indicating greater agreement or convergence of opinion on the issue.)

Among the different groups of respondents, Chief Executive Officers (CEOs) attribute the greatest importance to Finance issues (see Table 9, Appendix, page 13).

Chancellor's Office Staff (COS) feel issues about Developing the System are most important and Finance issues somewhat less important. CEOs and faculty (FAC) rank inadequate funding (issue AA), less predictable funding (GG), and less flexible funding (0) as more important than do COS (see Table 10, Appendix, page 13). Likewise, COS are somewhat less convinced of the importance of inadequate capital outlay funding (L) -- probably because they (COS) are less convinced of the accuracy of this statement (more about this below).

There is substantial agreement among all groups about the importance of the following issues:

T. Need to replace faculty.
DD. More equipment becoming obsolete.
K. More single parents.
AA. Inadequate funding.
F. More students needing retraining.
B. Increasing need for ESL.

Group responses for Rounds I and II show a number of other similarities and differences (see Tables 11 and 12, Appendix, pages 14 and 15). In Round I, the responding groups differed most on issues about Developing the System. This seems to have carried over into Round II. On certain issues about the (de)centralization of authority for community colleges, it is apparent that COS hold views that differ from those held by individuals from local colleges, although CEOs differ from COS to a somewhat lesser extent than do faculty. But, all groups agree on the need to clarify the delineation of functions between state authorities and local colleges:

	Mean Ranking By Group			
ISSUE	COS	CEO	FAC	OTHER
JJ. Decentralize authority.	3.9	4.3	4.2	4.6
OO. Increasing faculty role.	3.8	4.0	4.3	4.1
QQ. Strengthen Board of Governors.	4.3	3.9	3.8	3.8
NN. Upgrade Chancellor's Office	4.5	4.1	3.9	3.4
P. Centralize authority.	4.2	4.0	3.3	3.4
SS. Clarify S/L delineation.	4.4	4.3	4.2	4.0

The groups tend to agree that the following issues are least important:

D. Difficulty of intercollege transfer.
R. Students don't identify with their college.
I. More faculty hold other jobs.
EE. Unmet needs in EOPS and DSPS.

Overall rankings for those issues considered to be least important are:

ISSUE	ROUND I Mean	ROUND I Standard Deviation	ROUND II Mean	ROUND II Standard Deviation
D. Difficulty of intercollege transfer.	3.04	1.24	2.91	0.97
I. More faculty hold other jobs.	--	--	3.01	1.21
R. Students don't identify with their college.	3.16	1.08	3.42	0.82
I. Associate degree is not good measure.	3.75	0.99	3.45	0.83
J. Need to reassess faculty commitment.	--	--	3.45	1.20
Q. Consultation process excludes minorities.	--	---	3.45	1.11
GB. Community services exclude the poor.	--	--	3.46	1.03
GA. Community services has declined since 1978.	--	--	3.47	0.86
F. Students rate counseling, placement low	--	--	3.68	0.95

The majority of issues ranked as least important in Round II are new statements added as a result comments on Round I and from the public forums. Also, there is convergence of opinion in Round II on these least-important issues just as there is on the most-important issues (see also Table 8, Appendix, pages 11-12). Still, there is greater disagreement among respondents about these least-important issues than about those issues felt to be most important. For instance, the cv for (D) difficulty of intercollege transfer is .33 (0.97/2.91). This is three times the lowest cv value of .11 for issue AA (inadequate funding).

Correlations of mean score rankings of the importance of issues also suggest several important overall differences in the view of responding groups. (See Table 13, Appendix, page 16.) CEOs generally ranked the 44 issues somewhat higher in importance than did the other groups. All correlations of groups' rankings of issue importance are significant (at the $P>.001$ level). But, CEOs tend to agree with faculty most often and COS rankings correlate more with those of the CEOs than with those of the faculty or others.

When only those issues included in both Rounds I and II are examined, the groups' rankings are more highly correlated. (See Tables 13 and 14, Appendix, page 16.) This suggests that a convergence of views took place between groups as well as on specific issues in Round II.

Are Issues Stated Accurately?

Respondents feel that staff most accurately stated the issues in Developing the System and Finance, but least accurately characterize the issues under Educational Excellence and Student Access and Success (see Table 15, Appendix, page 17). Moreover, only two issues under Human Resources receive a mean score for accuracy of greater than 4.0 from all respondents (see Table 16, Appendix, pages 18-19).

Respondents disagree most often with the following statements:

ISSUE	ROUND I Mean	ROUND I Standard Deviation	ROUND II Mean	ROUND II Standard Deviation
D. Transfer difficulty between colleges.	2.77	1.09	2.75	0.93
I. Associate degrees don't measure success.	2.96	1.23	2.75	0.93
Q. Consultation process excludes minorities.	--	--	2.84	1.12
I. More faculty hold other jobs.	--	--	3.43	0.94
B. Little change in teaching technology.	--	--	3.14	1.14
F. Students rate counseling low.	--	--	3.28	0.95
R. Students don't identify with college.	3.23	1.10	3.29	0.72
J. (Access) participation has declined.	3.03	1.28	3.29	0.94
G. Community service.	3.44	1.07	--	--
A. Decline.	--	--	3.51	0.82
B. Exclusion of the poor.	--	--	3.60	0.88

Two issue statements are substantially rewritten as a result of Round I comments. A "decline in access since 1981" (issue J) is rephrased as a decline in "participation." This increases its ranking slightly, but respondents generally are not sure about its accuracy. A two-part statement (issue G) on community services (general decline and exclusion of the poor) also is rewritten as two separate statements, but this produces only a modest change in its ranking.

Like the ranking of issue statements for relevancy, there is convergence of response from Round I to Round II on the accuracy of issues. Even so, the respondents often differ among themselves about these same issues. For instance, the cv for response to the statement about "the decline in access" is .29 (0.94/3.29), suggesting considerable disagreement among respondents about its accuracy. Faculty and CEOs are least likely to agree (mean ranking for these groups on the accuracy of this issue = 3.0 and 3.2, respectively), while the COS and Others (forum participants and CIOs) are somewhat more likely to agree (means = 3.4 and 3.6). Substantial variation also greets the statements on the associate degree, exclusion of minorities from the Consultation Process, and little change in the use of technology for teaching.

By contrast, statements viewed as most accurate include:

AA. Funding has been adequate since 1981.
CC. Facilities age faster than they can be replaced.
T. There is a long-term need to replace retiring faculty.
DD. Equipment is becoming more obsolete.
L. Capital outlay has not been adequately funded.
H. Trends suggest the need for a stronger, more balanced curriculum.
F. More students will return for retraining.
C. California's economy is becoming more globally interdependent.
Q. More work adversely impacts younger students' progress.
K. More single parents will enroll.
GG. Funding is less predictable than it was in the 1970s.
PP. Management information needs to be improved.
B. There is an increasing need for ESL.

Again, there is substantial convergence of opinion from Round I to Round II, although some differences of opinion continue to exist between the rankings of individuals from different groups (see Table 17, Appendix, page 20). COS tend to view statements on inadequate and unpredictable funding as somewhat less accurate than do the other groups. They (COS) also are less certain about the impact of outside jobs on younger students' academic progress. Faculty are less convinced about the need for improved management information than are the other three groups.

In general, standard deviations for issue-statement accuracy decline, from Round I to Round II, by one-fifth to one-third. This convergence of opinion on issue-statement accuracy (factual judgments) parallels that found in the case of issue-statement relevancy (value judgments). This similarity of convergence between fact and value opinions underscores further the relatively close correlation of the two rankings during both Rounds when a quantitative information feedback technique is used. By contrast, Dalkey (1969) found that when feeding back actual reasons (qualitative information) for rankings between Rounds 2 and 3 of a Delphi there was little convergence of factual judgments, but significant convergence of value judgments.

Issues ranked as most accurately stated are frequently ranked as most important as well (AA, T, CC, DD, etc.). This is not uniformly true, however. In several cases, issues ranked as most (least) accurate are characterized as least (most) important. For instance, many respondents are not sure that students experience difficulty transferring to four-year institutions (issue C), but generally agree that the issue is important. This is particularly true among CEOs (mean rank for accuracy = 3.5; mean rank for importance = 4.3). Most respondents do not agree that the associate degree is an inadequate measure of success (accuracy = 2.7), but generally are more certain of the importance of this issue (relevance = 3.4). Both faculty and CEOs feel strongly about this. There is general agreement that the state's economy is becoming more globally interdependent, but less certainty of this issue's relevance.

The largest number of discrepancies between rankings of issues for importance and accuracy occurs with statements about student access and success. Respondents are not at all sure that participation in community colleges has declined (mean = 3.29, cv = .29), but are convinced it is an important issue (mean = 4.01, cv = .19). There is general agreement that outside jobs of younger students affect their academic progress (Q), but less agreement on the importance of this phenomenon. Faculty and CEOs are more convinced of the importance of this issue than are the COS and OTHR. Respondents in general are less certain that many students do not achieve their goals (E) or that there will be more high-risk youth (G), but more certain about the importance of these issues.

Finally, while there is agreement on the importance of reforming the system through AB 1725 and a review of the *Education Code*, there seems to be less certainty that these will be the vehicles by which reform is to be obtained.

Solutions

There is a tendency in the Chancellor's Office Delphi for respondents to rank preferred solutions in the same order as the relevance of the issue; *i.e.*, the more important the issue, the more desirable the consequence of the most- or next-preferred solution to that issue. Also, there is a tendency to rank the most-preferred solutions somewhat higher and the least-preferred solutions somewhat lower in Round II than in Round I. This appears to reflect a confirmation and further convergence of opinions similar to that observed for responses on issues between Rounds I and II.

With few exceptions, solutions viewed as desirable are also viewed as feasible. It appears that respondents view the consequence of a solution partly on whether they feel it could be feasibly accomplished. (Results for rankings of solutions for their "practicality," not displayed here, are available from the authors.) Those few instances where solutions considered desirable, but not feasible, will be highlighted below.

The following discussion reviews the ranking of solutions to issues felt to be most relevant. However, for each area, those solutions felt to be highly desirable are also reported, even though the issues they would solve are considered to be among the less important. Averages of group responses for Chancellor's Office Staff (COS), Chief Executive Officers (CEOs), Academic Senate Presidents (FAC), and forum participants and Chief Instructional Officers (combined in a group denoted OTHR) also are presented and significant differences in their viewpoints noted.

Educational Excellence

On the issue of *increasing numbers of students to enroll for retraining*, CEO feel that relating vocational skills to economic development (solution FS) is a preferable solution to that of simply renewing the focus on vocational education, solution FS2 (see Table 18, Appendix, page 21). Otherwise, all groups tend to agree that these two solutions, plus the practice of identifying specific student needs, whether academic or vocational (FS3), would be desirable.

To address the need for a *strong, balanced general curriculum*, respondents indicated that

- coordinating instruction and student support services (HS3);
- reasserting the Board of Governors' "call for excellence" (HS2); and
- using assessment results to shape the curriculum (HS4)

are all desirable solutions.

Faculty feel strongly that the Board should reassert its call for excellence, but are somewhat less certain about using assessment results to shape curriculum. All groups concur that an ethnic studies requirement is not a desirable way to address this issue.

Only the implementation of teacher training in English as a Second Language (ESL) is ranked relatively high as a solution to the issue of *increasing need for ESL*. CEOs are strongest in their support for this option. Faculty are less convinced -- than the other groups -- about the desirability of Board policy for ESL. Establishing an ESL credential is not viewed by any group as desirable. None of the solutions offered to satisfy *current unmet need in ESL* are highly ranked.

As noted above, respondents feel that continued difficulty in student *transfer* is an important issue (rank for relevance = 4.26), but they are not sure about the degree to which such difficulty exists (rank for accuracy = 3.61). All groups, however, agree on the desirability of obtaining a policy to guarantee transfer (once students meet certain agreed-upon conditions). Continued work on general articulation problems is seen as a slightly less consequential solution.

Respondents are not convinced that program completers sometimes lack job skills (issue ranks 3.54 for accuracy) and, as a result, do not rank this as an important issue. There is the feeling, however, that it is desirable to gather follow-up information on former students (solution ES2, rank for consequence = 4.22) to determine how well their skills do fit job requirements.

Student Access and Success

All groups are convinced there will be *more single parents enrolling* in community colleges and that the solution to this is to recognize (the lack of) child care as a major barrier to access and to develop strategies to deal with it (see Table 19, Appendix, page 22). This solution is much preferred (consequence, c, ranked 4.46) to more general approaches to the problems of single parents (c = 3.95) or to continued study of the issue (c = 3.80).

The issue of *high-risk youth, including high school drop outs*, was added in Round II and respondents feel that colleges should work more closely with intermediate and high schools in addressing the problem. Expanding matriculation to include all students -- presumably based on the belief that many high risk youth will attend part-time and, thereby, be excluded from matriculation -- is not viewed as desirable or feasible. CEO are particularly strong on this point (c = 3.4).

Literacy training of native-born students was added as an issue to Round II from Round I comments, and respondents rank it as important (relevance = 4.18). Development of policy after identifying what is being done currently, one suggested solution, is ranked moderately high (c = 4.08).

None of the solutions to the issue of *jobs impeding students' academic progress* are highly ranked. The idea of "buying out" students (with financial aid) so they do not work as much in low-paying jobs is viewed as undesirable (c = 2.55) and impractical (feasibility rank = 2.22).

Round I response led to a rephrasing of issue J from "access has declined since 1981" to "participation has declined since 1981." Still, respondents are not sure that *participation* (undefined in the questionnaire) has decreased (mean rank accuracy =

3.29), even though they view it as an important issue (mean rank for relevance = 4.01). Action solutions -- developing and disseminating strategies for decreasing underrepresentation and working more closely with secondary schools -- are viewed as preferable to more study of the issue. Thus, the response is ambiguous. While there is uncertainty about the issue, further study is not suggested. CEOs do support developing a long-range plan for reducing underrepresentation, however.

A number of solutions (to less-relevant issues) rank highly. Comments from the public forums and the Round I questionnaire responses led to the formulation of several new solutions to the issue of *student assessment*. Communicating assessment results to students, using more measures than just tests to advise and place students, evaluating and following student progress, and assessing and advising students in an accurate and unbiased way are all ranked as desirable solutions.

Also deemed desirable are steps to: improve the colleges' lower division image, keep student fees relatively low, and simplify admissions and financial aid application processes.

Human Resources

On the very important issue of *faculty replacement*, there is a desire to have annual projections developed (see Table 20, Appendix, page 23). Respondents to Round I suggest also that teacher training institutions be informed of the community college need and that replacement needs be assessed in relation to affirmative action. These solutions are seen as desirable (c = 4.08 and 4.06, respectively) when ranked in Round II. Faculty also see the need to enforce a limiting-ratio on the number of full- and part-time faculty as full-timers retire and are replaced, but the other groups do not concur.

Responses to two somewhat general solutions for improving (allegedly inadequate) *incentives for good teaching* are positive. Faculty prefer concentrating more on incentives and less on preservice training or elevating the "focus" on community college teaching. COS, however, appear somewhat less convinced about the consequence of these incentives than are the other groups. (The questionnaire did not specify the nature of these incentives.)

Respondents strongly support developing and implementing *staff development* programs, not only for faculty, but also for upper and middle management. There is general agreement among the different groups that increased funding for programs conducted within state guidelines is desirable (c = 4.17). Solutions involving specific Board policy, programs for classified staff, research on teaching methods, and further study of the issue are less highly ranked. Intercollegiate staff exchange, more use of accreditation to assess developmental needs, and using instructional resources for staff development in other areas are not seen as desirable solutions.

CEOs rank the use of both student evaluation and extending probation for tenure from two to three years as ways of improving *faculty evaluation*. Faculty and COSs are less certain about the desirability of extending the probationary period for tenure.

With regard to the need to address ethnic and gender imbalances between faculty and students through *affirmative action*, respondents concur that there is a need to expand the supply of qualified applicants (c for solution VS8 = 4.28). There is also agreement on the desirability of improving preservice training as a means to improve *hiring procedures*.

Finance

Issues and solutions of finance are ranked higher, on the average, than are those in other areas of the survey (see Table 21, Appendix, page 24). While generally agreeing, COS are less convinced than the other groups that *funding has been inadequate since 1981*. Likewise, their (COS) preferred solutions differ from those of the other groups. COS feel that evaluating what is "really needed" (solution AAS2) and relating finance to educational programs (AAS6) are somewhat more important than supporting all state mandates (AAS10), supporting COLAs (AAS5), or fully funding matriculation (AAS11). The other groups reverse these priorities. CEOs and faculty, for instance, rate the funding of all state mandates very high -- at 4.9 and 4.8, respectively.

The CEOs and OTHR are not sure that restoring local majority-vote tax overrides to obtain revenue is feasible, but feel this step would be highly desirable. COS and faculty are less convinced of the merit of this solution. Tying program-based funding to program improvements and returning to a foundation program (building on a minimum adequate base) formula for finance are not viewed as desirable steps by any of the groups.

There is substantial agreement on the need to update standards for the repair and replacement of *equipment that is becoming increasingly obsolete*, all groups ranking these solutions highly. There is also consensus that this is feasible as well. COS are slightly less convinced about the need for and feasibility of securing *greater capital outlay funding*, however.

All groups agree on the need for a long-range plan for the renewal of *aging facilities*. This and the updating of methods for determining equipment needs are the most highly-ranked (c = 4.69 and 4.68, respectively) of all solutions. Rankings of these solutions increase dramatically from Round I to Round II, demonstrating a rapidly increasing awareness of the problem. Related to this is support, particularly by CEOs, for developing a way by which the Board can set capital outlay priorities and for examining facilities utilization standards.

CEOs strongly support developing a planning and funding method to minimize *funding uncertainty* and a long-range finance plan. Other groups are less certain

about the need for a finance plan. Tying state apportionments to districts' scheduled budget outlays is viewed generally as less desirable than the planning solutions.

Developing the System

Aside from faculty, all groups view continued development of the Chancellor's Office *Management Information System (MIS)* as relatively important (see Table 22, Appendix, page 25). Coordinating MIS with comprehensive planning, introduced as a solution in Round II, is viewed as more important by the CEOs than by the other groups. COS, as expected, feel that developing the MIS to recognize all needs within the Chancellor's Office is highly desirable.

There is general agreement on the importance of establishing a process to *delineate state and local responsibilities*, but faculty and OTHR are less convinced than are CEOs and COS about the need to secure resources for this work.

While generally viewed as desirable by all, COS view improved Chancellor's *communications and consultation* as somewhat more important than do the other groups. The response suggests that telecommunications can be expanded without waiting for an evaluation of existing programs, although faculty and OTHR are not as sure of this as are CEOs and COS.

Adequate resources for *research and planning* and a statewide research agenda are viewed as more important by CEOs and COS than by faculty and OTHR.

Ranked as quite important among the various solutions to other issues in the area of Developing the System are to:

- clarify the role of the Academic Senate (faculty rank very high at 4.7);
- delineate roles of Academic Senates and faculty unions (CEOs rank this solution high at 4.5);
- upgrade the authority of the Chancellor to act as spokesperson for the colleges; and
- emphasize collegiality on campus.

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Appendix

Detail of Responses to Delphi Questionnaires

Table 1	Response to Chancellor's Office Delphi Project
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Table 20	Ranking of Solutions for Human Resources, By Group and Total
Table 21	Ranking of Solutions for Finance, By Group and Total
Table 22	Ranking of Solutions for Developing the System, by Group and Total

Table 1

RESPONSE TO CHANCELLOR'S OFFICE DELPHI PROJECT

GROUP	ROUND I					ROUND II				
	Number Surveyed	Response		Comments		Number Surveyed	Response		Comments	
		n	%	n	%*		n	%	n	%*
Board of Governors	15	9	60	3	33	0	--	--	--	--
Chancellor's Office	139	44	32	27	61	139	30	22	13	43
Chief Executive Officers	125	64	51	17	27	125	56	45	11	20
Chief Instructional Officers	9	9	100	0	0	9	5	56	0	0
Academic Senate Presidents	120	37	31	13	35	120	32	27	9	28
Forum Participants	0	ns	ns	ns	ns	39	12	31	3	25
TOTAL	408	163	40	60	37	432	135	31	36	27

*Percent of those responding.

Table 2

SOURCE OF CHANGES FOR ROUND II QUESTIONNAIRE

SOURCE	N	%
Forums	22	15%
Board Members	7	5
Chancellor's Staff	54	37
Chief Executive Officers	44	32
Academic Senate Presidents	16	11
TOTAL	144	100%

Table 3

NUMBER OF ISSUES AND SOLUTIONS BY AREA CHANCELLOR'S OFFICE DELPHI PROJECT

	ROUND I		ROUND II		ADDITIONS	
	Issues	Solutions	Issues	Solutions	Issues	Solutions
Educational Excellence	9	18	14	40	5	22
Student Access/Success	9	24	13	49	4	25
Human Recources	7	34	10	52	3	18
Finance	7	20	11	34	4	14
Developing the System	12	38	14	52	2	14
TOTAL	44	134	66	227	18	93

Table 4

PARTICIPANTS IN CHANCELLOR'S OFFICE DELPHI PROJECT GROUP BY ROUND

	NUMBER PARTICIPATING IN		
	Rounds I and II	Round I Only	Round II Only
Board of Governors	0	9	0
Chancellor's Office Staff	24	20	6
Chief Executive Officers	43	21	13
Chief Instructional Officers	5	4	0
Academic Senate Presidents	21	16	11
Forum Participants	0	0	12
TOTAL	93	70	42

Table 5

COMMENTS BY RESPONDENTS, ROUND I

PROCEDURE

- c "Accuracy" scale is too subjective, does not permit objective response.
- c Glad to participate, but turn-around is too short.
- e Received questionnaire same day as was due.
- c Questionnaire is too long . . . overwhelming!
- e (This Delphi Project is) great idea!
- b Questionnaire too "structured" and leaves out issues. Why not have Board simply list ten most important issues? Issues in Round I questionnaire are cast in "too positive" a fashion. There is nothing new here.
- s Received questionnaire too late: ". . . unreasonable to ask such an important thing . . . in such a short time" . . . was sent to wrong person.

CLARITY

- e Some statements are unclear: AAS7, EES2, JJS.
- c What is "good" teaching (XI)?
- c Some issues and solutions are unclear: AS, DI, HS1, HS2, LS3, NS, NS4, SS9, VS2, HS5, MMS2, PPS4.
- b Some issues and solutions are unclear: HS5, SI, UI, US, WS3, YS2.
- c Several items don't "fit" here: HS1, LS3, SS3, VS2.
- c Some items unclear: NS, NS5, JI, TS2.
- e Item unclear: JJS.
- c Items unclear: OOS4, QQS.
- s Items unclear: AAS3, HIIS3, JJS4, OOS4.
- e Meaning of "incentive program to improve . . . faculty competencies" (SS6)?

SUBSTANCE

Educational Excellence

- s What will item "Board policies on ESL, Basic Skills" (BS) accomplish?
- s Focus on transfer as well as voc. ed. (FS2).

Student Access/Success

- b Tying assessment to teaching should be one of the highest priorities.
- b Looking ahead does excellent job on student projections.
- b Access and success priorities are all excellent and important.
- e Item NI: question = answer . . . dumb!

Human Resources

- e Some solutions are not the responsibility of community colleges: XS2, YS4.
- c Pay differentials by area (US) make no sense.
- s Faculty research (SS4) not highest priority for funding at present.

Finance

- e Board and staff are not equipped to determine "adequate" funding (AAS4).
- e Long-range facilities plan (CCS) is overdue!

Developing The System

- e Chancellor's Office is too fragmented.
- s Current telecommunications program is "terrific" (LLS3).
- s Help colleges to plan (MMI).
- e System "needs many improvements . . . " "State presumes far too much control" . . . the need is for leadership, facilitation, and coordination; "only the state benefits from more control."

Note: Source of comment is noted by:

b: Board of Governors members
c: Chancellor's Office Staff
e: Chief Executive Officers
s: Academic Senate Presidents

Table 6

COMMENTS BY RESPONDENTS, ROUND II

PROCEDURE

1c, 3s	Questionnaire is too long, detailed and technical; deadline is impossible.

CLARITY

15c, e, s, o	WS1 and WS5 are identical.
c	Clarity needed: "tie in" is better transition word than "change."
s	Statements IB-SB2 are unclear.

SUBSTANCE

Educational Excellence

AI-BS7: *Students/Curriculum/CCCs Role in ESL*

e	See court decisions affecting K-12.
1e, 1c	Have AB 1725 solve this issue.
c	Not convinced "Unmet ESL need" is CCC responsibility.
c	Public definition/clarification of ESL student/literacy needs is needed to determine if this is CCC role.
1c, 1s	Credentials (in this area) are redundant.
1c, 1e	CCCs can't implement teacher training unilaterally.
o	Problem is substantial, but not enough to crowd out other areas such as English as a first language.

CI-DI/DS: *Transfer of CCC Students*

c	Not an issue.
c	Improve counseling.
2e, 1c	Coordination with four-year institution must be *guaranteed*.
1c, 1o	Solution too vague.
o	Universities must be included.

EI-FS3: *Program Completers and Retraining Programs*

c	Let business accept on-the-job training responsibility.
c	District's responsibility; no state level action is needed.
e	CCCs are doing a great job.
c	Strengthen ties between BOG/Voc. Ed. and Chancellor' Office.
e	Job training goals should be set by job and/or professional standards.
c	Employer-based staff development programs should recognize individual student's needs as well as labor market needs.
c	Provide cooperative education opportunities.

GI-GS2: *Community Services Have Declined Since 1978*

c	Needs to be an explicit part of colleges' mission.
s	There are more community services programs today.
c	Use interagency agreements with sliding fee scale for the poor.
c	Community services should be examined for state support.
c	Keep CCCs in higher education and out of welfare concerns.

HI-HS6: *Emerging Demographic/Cultural Trends Suggest Need for Strong General and Balanced Curriculum*

e	Incorporate ethnic studies into other curriculum areas for relevance.
e	Existing social studies programs already encompass ethnic awareness.
c	Chancellor's Office could examine marketing to assess student demand and supply information.
c	Not a requirement, keep as elective.
o	Dangerous to tie assessment scores across curriculum; scores' relevance exists for advisory purposes only.

o Necessary, irregardless of demography.
e Needs more than BOG support: coordination by campus leadership.
e Assessment takes years.

II-IS6: *AA Degree is Not Adequate Measure of Academic Success*

c Redefine AA/AS standards to strengthen degree and lessen costs.
c Combine AA/AS into one degree.
s High relevance between degree and academic success.
2c AA is not the only measure of success: getting/keeping jobs is also important.
c More requirements will not improve transfer rates.
c Eliminate degrees.
s Observe outcomes.
e Assessment starts with core requirements.

IA-SA2: *Shift to High-Tech Society; Emphasis on Science and General Literacy*

c No existing gap at present: inconclusive.
e Faculty informs us of technological change; it is not the other way around.
c CCC districts should encourage faculty/staff to be informed.
c Training or retraining more effective than "encouraging."
o Literacy expansion "yes"; science for all "no."
s Separate science and literacy curriculums.

IB-SB2: *Usage of Improved Teaching Technology Has Not Increased*

c Need to prove mediated instruction is effective.
c Create incentives/rewards for successful usage of technology.
e What are existing "restrictions" on use of teaching media?

IC-SC: *California's Economy is Becoming More Globally Interdependent*

c Where's the funding going to come from; incentives; provide statistics to prove this?

ID-SD: *New Jobs in Communication and Services Industry*

c Employers *have* defined core competencies: individuals with reading/writing/computational/problem solving skills are needed.
o Inconclusive; too vague.

Student Access/Success

JI-JS9: *Decline of CCC Participation (enrollment/population) since 1981.*

c Public should be aware of population diversity between rich and poor.
c Participation, *not access* has declined.
c Student outreach /district marketing efforts should be studied.
1c, s, o There is no statistical evidence of decline.
c Develop ties with high school community.

KI-KS3: *More Single Parents Will Enroll in CCC*

s Make projections, studies available for planning.
c Identify, tie support structures to educational goals in order to establish effective programs for single parents.

LI-LS6: *More Students Will be First in Family to Attend CCC and will be Inadequately Prepared*

c Premature expansion of matriculation (to noncredit) would not serve *credit students.*
c Unlimited credit for remedial courses encourages less prepared students to enter job market with lower than average skills.
c Elimination of academic floor lessens system's quality.

MI-MS3: *More Students Will be From Low-Income Backgrounds*

c "Sleeper issue of utmost importance."
c Need to deal with *all* students: credit and noncredit.

NI-NS7: *Student Retention Reduced by Inappropriate Referrals*

s Affirm value of student contact with people over that with machines.
o Assessment, advising and curriculum change must be together as in "Miami-Dade" operation.

IE-SI2: *Projections on Student Attrition, Noncredit Enrollment, Career Counseling, and Goal Achievement*

c Use existing information and research to develop policy.
c Conduct follow-up surveys to measure degree to which students meet educational objectives.

OI-OS6: *Student Assessment Practices Not Standardized Throughout the CCCs*

c May not be possible.
o How do you make advisement activities objective or unbiased?
o Totally impossible.
c Will there be funds for local district research?
c Practices could hurt students if totally based on accountability and not on individuals.

PI-PS3: *Students Are Bypassing CCC and Going Directly Into UC*

o "Crucial!"
e Losing more qualified high school students to UC and CSU could radically affect the CCCs.

QI-QS3: *Academic Progress is Slowed for Part-Time Students Who Hold Jobs*

2c Should be personal choice.
c Key to understanding CCC transfer performance.
c Raises financial aid questions.

RI-RS2: *Students Do Not Identify With Their College*

c "Varies with college."

Human Resources

TI-TS6: *Long-Term Need For Replacement of Retiring Faculty*

c Little content to solutions offered.
s Teach more basic classes with higher enrollment counts.
c Disseminate information on this problem.

UI-US: *Faculty Compensation in Certain Fields is Not Competitive*

e There is great danger in two-tiered salary schedule.
s Outside salary offers are enticing.
s Not sure of accuracy.

VI-VS8: *Ethnic/Gender Imbalance Between Administrators, Faculty, and Students*

c Yes.
c Improvement seems impossible when statistics are poor.
c Staff supply exists but system for matching with jobs is lacking.
e Solutions are simplistic.
e Different qualifications preclude common standards across division lines.

WI-WS7: *Part-Time Faculty Numbers Are Increasing*

s Encourage use of part-timers *when* full-timers are not available.
c This has been studied extensively.
c The key is good instructors.
2c Use local discretion for increasing the core of full-timers from the part-timer pool.
c Part-timers fresh from business may be more desirable than noncurrent 20-year instructors.

II-SI2: *More Faculty Hold Second, and Sometimes, Third Jobs*

2c Is local issue for collective bargaining.
e Board policy should include off-campus work regulations.

IK-SK: Inadequate Faculty Evaluation

2e Extend probation four or five years; four years allows proper development.

XI-XS2: *Incentives Are Inadequate For Good Teaching*

c Can't know consequences of policy without knowing procedure for implementation.

YI-YS9: *Hiring Procedures Need Improvement*

2c There are enough mandates/control; need local flexibility and district policies for any standard replacing credentials.
2c Credentials don't serve any purpose except to limit services.
c Depends on the institution.
c Chancellor's Office could hire field-experienced candidates and promote exchange between the state and districts.
c Credentialing accomplishes needed hiring improvements.

Finance

AAI-AAS12: *Inadequate Funding Since 1981 For CCCs*

1c, 1s, 1e What's meant by developing more efficient methods?
e Many districts secure adequate funding through comprehensive planning.
c Don't understand "further review/development of finance standards for program funding."
c Irrelevant standards have been proposed to date in program-based funding.
c Tying program-based funding to program improvement is unworkable.
1c, 1o Proposed solutions are redundant.

BBI-BBS5: *Inappropriate Incentives Created by Other Than Cost-Based Funding*

c The move from SB 851 -type funding to program-based funding appears useless.
c Establishment of BOG discretionary fund may be necessary, although difficult.
c Differential funding for different instructional programs can be costly.
c If reorganized, existing staff in Chancellor's Office would be sufficient to implement program-based funding.
o Retain 100 percent enrollment-driven (ADA) financing mechanism.
e Do not increase categorical funding. Allow local discretion to apply funding where needed.

CCI-CCS2: *Maintenance/Repair of College Facilities Lag Behind Aging Process*

c Set up a mechanism for districts to establish and follow maintenance/repair schedule.

DD1-DDS2: *Equipment is Becoming More Obsolete*

c New-realistic standards are needed for equipment replacement and repair.
e The validity of this statement is questioned because of equipment support of the past few years.
c Relevance of issue depends on the district.

EE1-EES3: *Continued Unmet Need For EOPS/DSPS*

c Need to determine degree to which categorical's are "above/beyond/excess cost."
c Use "special fund" for nontraditional programs.

FF1-FFS: *New Colleges/Centers Are Needed While Existing Ones Need to be Completed*

c Will be most difficult for Board to set priorities.
c This is accomplished and reviewed annually now.

GGI-GGS3: *Funding is Less Predictable Than in 1970s*

e Comprehensive planning model establishes funding technique to eliminate uncertainties.
c Need improved budgeting techniques before funding can be more predictable.

IL-SL: *Funding of Capital Outlay Has Been Inadequate*

e Already "covered" but may want to pursue greater capital funding.

IM-SM: *Many Facilities Are Dysfunctional or Out-Dated*

e Same as IL; too many related funding issues cause confusion.

IO-SO3: *Local Funding is Less Flexible Than in the 1970s*

e Proposed elimination of categorical aid to increase base funding may ignore needs of special populations.
o "Categoricals" seem to be most "progressive" in their impact.
c Adequate flexibility exists already.
e Would not want to totally eliminate categorical funding.

Developing The System

HHI-HHS3: *AB 1725 and Education Code Review Legislation Will Initiate Reforms*

e Comprehensive planning models accomplish much of this now.
c A systemwide office on new personnel structures is not needed.

III-IIS6: *Calls For College Accountability Are Increasing*

c Accountability based on outcomes, inputs, and activities is essential.

JJI-JJS4: *Authority and Responsibility Should be Decentralized Within the System*

e The Academic Senate should provide input with continuity, then its role can be enhanced.
c Student roles should be enhanced since they *are* the "client."
o "Where appropriate" is a big qualifier.

LLI-LLS6: *State/Local Communications Need Improvement*

c Not sure how telecommunications can be further expanded.

MMI-MMS3: *Planning is Segmented, Inconsistent Across Districts, and Lacking Effective "Top Down"/"Bottom Up" Components*

e To implement comprehensive planning effectively, hiring practices and leadership roles must be taken more seriously: Academic Senate should set up a mechanism for continuity; Chancellor's Office should build its credibility by taking field input.
2c If ready, implement planning process.
c Development of "integrated master planning" would be less preferred than would comprehensive planning.

NNI-NNS6: *Chancellor's Office Needs to be Upgraded*

c Image and communications will be greatly reduced and reorganization impossible until a new office facility is established.
2c More staff is needed.
3c A new office facility is not the answer.
c Free Chancellor from day to day operations.
c An alternative to a new office facility is better management of existing space.

OOI-OOS6: *The Role of Faculty Increasing*

c A study of collective bargaining would be highly political (and difficult), but useful.

PPI-PPS5: *The System's Management Information Needs Improvement*

c The MIS should replace all information systems used by CCC.
2c Developing MIS to acknowledge information needs of all units must be done reliably.
c Use existing staff resources to identify and coordinate information needs.

QQI-QQS6: *BOG Role Needs to be Strengthened*

c Do not limit BOG to Title 5; redirect authority to use of handbooks, guidelines, recommendations; also to counsel and advise the Chancellor and to have its business conducted via the Chancellor.
c Chancellor's Office should be coordinated.
e Appears to be developing nicely with current leadership.
o Don't know if Education Code authorities should be reduced or decentralized to Board through Administrative Code, Title 5.

IP-SP: *System Needs to Centralize Authority and Responsibility Where Appropriate.*

e Centralized control may create controversy, not cooperation.
e Who determines what's "appropriate" for centralization?

IQ-SQ: *Minority Groups Are Excluded From Consultation Process*

c It is critical to include minority representation in light of the affirmative action study showing low representation in administrative and faculty ranks.

Note: Source of comment is noted by:

c: Chancellor's Office Staff
e: Chief Executive Officers
s: Academic Senate Presidents
o: Forum participants and Chief Instructional Officers

Table 7

AVERAGE OF MEAN RANKINGS OF ISSUES FOR RELEVANCE BY SUBJECT AREA FOR ALL RESPONDENTS

Issue	ROUND I		ROUND II	
	Mean	Std. Dev.	Mean	Std. Dev.
Educational Excellence	3.87	1.01	3.96	0.81
Student Access and Success	3.77	1.09	3.90	0.82
Human Resources	3.92	1.10	3.97	0.87
Finance	4.11	0.96	4.30	0.71
Developing the System	4.08	0.98	4.10	0.74

Table 8

ISSUES RANKED ACCORDING TO RELEVANCE BY ALL RESPONDENTS' MEAN SCORES AND STANDARD DEVIATION

Issue	ROUND I		ROUND II	
	Mean	Std. Dev.	Mean	Std. Dev.
Educational Excellence				
FI. More students in retraining.	4.26	0.90	4.54	0.59
HI. Need for more balanced curriculum.	4.34	0.97	4.45	0.72
BI. More students in need of ESL.	4.08	1.01	4.43	0.68
AI. Unmet need for ESL.	4.16	0.94	4.29	0.73
CI. Upper division transfer difficulty.	4.05	0.98	4.26	0.74
IC. Economy is globally interdependent.	--	--	4.20	0.84
IA. More emphasis on science and literacy.	--	--	4.16	0.84
ID. More jobs in communications and service.	--	--	4.00	0.76
EI. Program completers lack job skills.	3.92	1.04	3.93	0.78
IB. No use of improved tech for teaching.	--	--	3.76	0.97
GI. Decline in community services.	3.25	1.09	3.47	0.86
G2. Community services exclude poor.	--	--	3.46	1.03
II. AA, AS degrees not adequate measure.	3.75	0.99	3.45	0.83
DI. Inter-college transfer difficulty.	3.04	1.24	2.91	0.97
Student Access and Success				
KI. More single parents will enroll.	4.09	1.00	4.35	0.59
IG. More HS dropouts/high-risk students to enroll.	--	--	4.18	0.85
IH. Native-born with literacy problems.	--	--	4.18	0.86
QI. Many younger students are working.	3.80	1.19	4.12	0.94
JI. Access has declined since 1981.	3.97	1.12	4.01	0.77
OI. Student assessment is uneven.	3.80	1.13	3.96	0.77
IE. Students do not achieve their goals.	--	--	3.83	0.96
MI. There will be more low income students.	3.89	0.94	3.82	0.68
NI. Poor referrals reduce retention.	3.78	1.13	3.80	0.80
LI. More students will be family's first.	3.79	1.06	3.70	0.84
PI. More are enrolling directly at UC.	3.64	1.16	3.70	0.83
IF. Low ratings to counseling/placement.	--	--	3.68	0.95
RI. Students do not identify with college.	3.16	1.08	3.42	0.82
Human Resources				
TI. Long-term need to replace faculty.	4.45	0.88	4.58	0.59
XI. Inadequate incentives for good teaching.	4.12	1.03	4.25	0.72
SI. Near-term need for staff development.	4.00	1.14	4.19	0.71
IK. Faculty evaluation is inadequate.	--	--	4.09	0.87
UI. Certain salaries are not competitive.	3.86	1.05	3.91	1.01
IJ. Need to reassess staff commitment.	--	--	3.83	1.13
YI. Hiring procedures need improving.	3.76	1.26	3.82	0.77
VI. Ethnic and gender imbalance on staff.	3.68	1.18	3.81	0.87
WI. Part-time faculty are increasing.	3.60	1.19	3.72	0.84
II. Faculty hold second and third jobs.	--	--	3.50	1.16

Table 8 (Continued)

ISSUES RANKED ACCORDING TO RELEVANCE BY ALL RESPONDENTS' MEAN SCORES AND STANDARD DEVIATION

Issue	ROUND I		ROUND II	
	Mean	Std. Dev.	Mean	Std. Dev.
Finance				
AA. Funding has been inadequate since 1981.	4.66	0.85	4.77	0.51
DD. Equipment is becoming more obsolete.	4.38	0.89	4.58	0.59
IL. Capital outlay not adequately funded.	--	--	4.57	0.65
CC. Facilities age faster than are repaired.	4.44	0.94	4.55	0.63
GG. Funding is less predictable than in '70s.	4.30	1.03	4.45	0.74
IO. Local funding less flexible than in the '70s.	--	--	4.35	0.76
IM. Facilities are dysfunctional.	--	--	4.34	0.73
BB. Funding is other than cost-based.	4.09	1.04	4.23	0.68
IN. Funding inequities among districts.	--	--	4.13	0.95
FF. Need new facilities; others incomplete.	3.57	0.97	3.73	0.75
EE. Unmet need continues for EOPS, DSPS.	3.78	1.01	3.68	0.78
Developing the System				
PP. Management information needs improving.	4.27	0.85	4.42	0.57
SS. State/local delineation needs clarifying.	4.32	0.94	4.37	0.60
LL. Improve state/local communications.	4.21	0.97	4.31	0.59
RR. Research and analysis needs improving.	4.14	0.95	4.26	0.55
JJ. Decentralize authority and responsibility.	4.05	1.07	4.20	0.77
NN. Chancellor's Office needs to be upgraded.	4.09	0.99	4.19	0.69
KK. Improve intersegmental coordination.	4.02	0.98	4.17	0.71
II. Calls for accountability are increasing.	4.00	0.97	4.12	0.70
HH. Reform through AB 1725 and Code review.	4.08	0.90	4.07	0.76
OO. Role of faculty is increasing.	4.05	1.02	4.05	0.62
QQ. Strengthen Board of Governors role.	3.92	1.10	3.97	0.79
MM. Planning is segmented and inconsistent.	3.84	1.01	3.96	0.77
IP. Need to centralize authority.	--	--	3.80	1.17
IQ. Consultation process excludes minorities.	--	--	3.45	1.11

Table 9

RELEVANCE OF ISSUES
MEDIAN RANK OF ISSUES WITHIN CATEGORY BY GROUP
CHANCELLOR'S OFFICE DELPHI PROJECT, ROUND II

CATEGORY	GROUP				
	COS	CEO	FAC	OTHR	TOTL
Educational Excellence	4.11	4.15	4.00	3.90	4.08
Student Access and Success	3.70	3.95	3.81	3.75	3.82
Human Resources	3.85	3.80	3.87	3.81	3.81
Finance	4.17	4.60	4.44	4.36	4.35
Developing the System	4.31	4.14	4.05	4.04	4.15

Table 10

RELEVANCE OF ISSUES
RANKING OF MOST IMPORTANT ISSUES, MEAN BY GROUP
CHANCELLOR'S OFFICE DELPHI PROJECT, ROUNDS I AND II

CATEGORY	GROUP AND ROUND							
	COS		CEO		FAC		CIO	OTHR
	I	II	I	II	I	II	I	II
AA. Inadequate funding since 1981.	4.6	4.5	4.8	4.9	4.6	4.9	5.0	4.4
DD. Equipment becoming obsolete.	4.4	4.4	4.5	4.6	4.2	4.7	4.4	4.7
T. Need to replace faculty.	4.5	4.6	4.3	4.5	4.6	4.5	4.5	4.8
L. Inadequate capital funding.	--	4.2	--	4.8	--	4.6	--	4.6
CC. Facilities aging.	4.4	4.3	4.6	4.7	4.3	4.6	5.0	4.4
F. More student retraining.	4.1	4.6	4.3	4.6	4.3	4.5	4.2	4.5
H. Stronger, balanced curriculum	4.3	4.4	4.5	4.5	4.2	4.5	4.0	4.4
GG. Less predictable funding.	4.1	4.1	4.2	4.6	4.5	4.7	4.4	4.3
B. Increasing need for ESL.	4.1	4.3	4.1	4.5	3.9	4.4	4.2	4.6
PP. Better management information.	4.5	4.3	4.2	4.5	4.0	4.2	4.3	4.7
SS. Set state/local delineation.	4.4	4.5	4.4	4.5	3.9	4.2	4.0	4.0
K. More single parents.	4.2	4.4	4.2	4.4	4.1	4.4	3.4	3.9
O. Less flexible budgeting.	--	3.9	--	4.5	--	4.4	--	4.3
X. Lack of teaching incentives.	4.0	4.1	4.1	4.4	4.3	4.2	3.4	4.7
M. Out-of-date facilities.	--	4.3	--	4.4	--	4.2	--	4.5

Table 11

MOST AND LEAST IMPORTANT ISSUES, BY AREA AND GROUP, ROUND I

Subject Area Group	Ranked as Most Important	Ranked as Least Important
EDUCATIONAL EXCELLENCE		
COS	A. Unmet need for ESL	G. Decline in community services
CEO	H. Balanced curriculum	D. Inter-college transfer
CIO	A. Unmet need for ESL	D. Inter-college transfer
FAC	F. More students retraining	D. Inter-college transfer
STUDENT ACCESS AND SUCCESS		
COS	K. More single parents	R. Identification with college
CEO	K. More single parents	R. Identification with college
CIO	Q. Younger students working	L. First in family to enroll
FAC	Q. Younger students working	R. Identification with college
HUMAN RESOURCES		
COS	T. Faculty replacement	W. Part-time faculty increase
CEO	T. Faculty replacement	Y. Improve hiring procedures
CIO	T. Faculty replacement	W. Part-time faculty increase
FAC	T. Faculty replacement	V. Ethnic/gender staff imbalance
FINANCE		
COS	AA. Inadequate funding	FF. Need new/incomplete facilities
CEO	AA. Inadequate funding	EE. Unmet need for EOPS, DSPS
CIO	AA. Inadequate funding	FF. Need new/incomplete facilities
FAC	AA. Inadequate funding	FF. Need new/incomplete facilities
DEVELOPING THE SYSTEM		
COS	LL. Improve S/L delineation	OO. Increasing faculty role
CEO	JJ. Decentralize authority	QQ. Strengthen BOG role
CIO	IIII. Reform by AB 1725, ECR	MM. Planning is segmented
FAC	OO. Increasing faculty role	NN. Upgrade Chancellor's Office
		OO. Strengthen BOG role

Table 12

MOST AND LEAST IMPORTANT ISSUES, BY AREA AND GROUP, ROUND II

Subject Area Group	Ranked as Most Important	Ranked as Least Important
EDUCATIONAL EXCELLENCE		
COS	F. More students retraining.	D. Inter-college transfer.
CEO	F. More students retraining.	D. Inter-college transfer.
FAC	H. Strong, balanced curriculum.	D. Inter-college transfer.
OTHR	B. Increasing need for ESL.	D. Inter-college transfer.
STUDENT ACCESS AND SUCCESS		
COS	K. More single parents.	R. Identification with college.
CEO	K. More single parents.	R. Identification with college.
FAC	K. More single parents.	R. Identification with college.
OTHR	G. More high risk youth.	R. Identification with college.
HUMAN RESOURCES		
COS	T. Faculty replacement	I. Part-time faculty increasing.
CEO	T. Faculty replacement	I. Faculty with other jobs.
FAC	T. Faculty replacement	J. Faculty with other jobs.
OTHR	T. Faculty replacement	I. Part-time faculty increasing.
FINANCE		
COS	AA. Inadequate funding.	EE. Unmet need for EOPS, DSPS.
CEO	AA. Inadequate funding.	FF. Need new/incomplete facilities.
FAC	AA. Inadequate funding.	EE. Unmet need for EOPS, DSPS.
OTHR	DD. Obsolete equipment.	FF. Need new/incomplete facilities.
		EE. Unmet need for EOPS, DSPS.
DEVELOPING THE SYSTEM		
COS	SS. Clarify S/L delineation.	Q. Lack of minority consultation.
CEO	PP. Improve information.	Q. Lack of minority consultation.
FAC	OO. Increasing faculty role.	Q. Lack of minority consultation.
OTHR	PP. Improve information.	P. Centralize authority.

Table 13

CORRELATIONS OF ROUND II MEAN RANKINGS BY GROUPS FOR RELEVANCE OF ALL ISSUES

	COS	CEO	OTHR	FAC	Mean	Standard Deviation	Coefficient of Variation
COS		.726	.664	.675	4.01	.37	.09
CEO			.833	.903	4.11	.37	.09
OTHR				.753	3.97	.46	.12
FAC					3.98	.43	.11

NOTE: For correlations of n = 62 issues or observations, r = .664 and above are statistically significant at the P > .0001 level.

Table 14

CORRELATIONS OF ROUND II MEAN RANKINGS BY GROUPS FOR RELEVANCE OF ISSUES IN BOTH ROUNDS

	COS	CEO	CIO/ OTHR	FAC	Mean	Standard Deviation	Coefficient of Variation
COS		.736	.731	.700	4.02	.41	.10
CEO			.850	.926	4.11	.39	.09
CIO/OTHR				.797	3.94	.49	.12
FAC					4.04	.42	.10

NOTE: For correlations of n = 44 issues or observations, r = .700 and above are statistically significant at the P > .0001 level.

Table 15

AVERAGE OF MEAN RANKINGS OF ISSUES FOR ACCURACY BY SUBJECT AREA FOR ALL RESPONDENTS

Issue	ROUND I		ROUND II	
	Mean	Std. Dev.	Mean	Std. Dev.
Educational Excellence	3.62	1.05	3.72	0.81
Student Access and Success	3.66	1.06	3.77	0.76
Human Resources	3.86	1.07	3.87	0.82
Finance	4.01	1.02	4.22	0.70
Developing the System	4.00	0.95	3.95	0.72

Table 16

ISSUES RANKED ACCORDING TO ACCURACY BY ALL RESPONDENTS' MEAN SCORE AND STANDARD DEVIATION

Issue	ROUND I		ROUND II	
	Mean	Std. Dev.	Mean	Std. Dev.
Educational Excellence				
HI. Need for more balanced curriculum.	4.18	1.5	4.43	0.57
FI. More students in retraining.	4.15	0.95	4.36	0.69
IC. Economy is globally interdependent.	--	--	4.35	0.70
BI. More students in need of ESL.	4.01	1.07	4.33	0.84
AI. Unmet need for ESL.	3.97	1.01	4.05	0.75
IA. More emphasis on science and literacy.	--	--	4.03	0.88
ID. More jobs in communications and service.	--	--	3.92	0.68
CI. Upper division transfer difficulty.	3.56	1.04	3.61	0.84
G2. Community services exclude poor.	--	--	3.60	0.88
EI. Program completers lack job skills.	3.61	0.93	3.54	0.68
GI. Decline in community services.	3.44	1.07	3.51	0.82
IB. No use of improved tech for teaching.	--	--	3.14	1.14
II. AA, AS degrees not adequate measure.	2.96	1.23	2.75	0.93
DI. Inter-college transfer difficulty.	2.77	1.09	2.45	0.88
Student Access and Success				
QI. Many younger students are working.	4.18	0.96	4.35	0.68
KI. More single parents will enroll.	4.09	1.02	4.34	0.59
OI. Student assessment is uneven.	4.01	1.04	4.21	0.67
IH. Native-born with literacy problems.	--	--	4.06	0.82
IG. More HS dropouts/high-risks enroll.	--	--	3.92	0.77
NI. Poor referrals reduce retention.	3.66	1.08	3.78	0.70
PI. More are enrolling directly at UC.	3.57	1.09	3.76	0.70
MI. There will be more low income students.	3.70	0.89	3.65	0.71
LI. More students will be family's first.	3.50	1.06	3.58	0.77
IE. Students do not achieve their goals.	--	--	3.52	0.92
JI. Access has declined since 1981.	3.03	1.28	3.29	0.94
RI. Students do not identify with college.	3.23	1.10	3.29	0.72
IF. Low ratings to counseling/placement.	--	--	3.28	0.95
Human Resources				
TI. Long-term need to replace faculty.	4.38	0.88	4.53	0.59
XI. Inadequate incentives for good teaching.	3.77	1.16	4.04	0.67
SI. Near-term need for staff development.	3.86	1.17	3.96	0.75
VI. Ethnic and gender imbalance on staff.	3.95	1.01	3.93	0.81
UI. Certain salaries are not competitive.	3.91	1.00	3.88	0.96
IK. Faculty evaluation is inadequate.	--	--	3.85	0.95
IJ. Need to reassess staff commitment.	--	--	3.80	0.96
WI. Part-time faculty are increasing.	3.63	1.09	3.73	0.82
YI. Hiring procedures need improving.	3.55	1.18	3.55	0.77
II. Faculty hold second and third jobs.	--	--	3.43	0.94

Table 16 (Continued)

ISSUES RANKED ACCORDING TO ACCURACY BY ALL RESPONDENTS' MEAN SCORES AND STANDARD DEVIATION

Issue	ROUND I		ROUND II	
	Mean	Std. Dev.	Mean	Std. Dev.
Finance				
AA. Funding has been inadequate since 1981.	4.43	1.02	4.67	0.57
CC. Facilities age faster than are repaired.	4.36	0.97	4.54	0.58
DD. Equipment is becoming more obsolete.	4.19	0.99	4.48	0.70
LL. Capital outlay not adequately funded.	--	--	4.45	0.68
GG. Funding is less predictable than in '70s.	4.03	1.12	4.34	0.68
IO. Local funding less flexible than in the '70s.	--	--	4.26	0.79
IM. Facilities are dysfunctional.	--	--	4.19	0.71
IN. Funding inequities among districts.	--	--	4.13	0.88
BB. Funding is other than cost-based.	3.94	1.09	4.04	0.62
FF. Need new facilities; others incomplete.	3.56	0.96	3.70	0.72
EE. Unmet need continues for EOPS, DSPS.	3.60	0.98	3.59	0.75
Developing the System				
PP. Management information needs improving.	4.22	0.90	4.33	0.63
SS. State/local delineation needs clarifying.	4.22	0.91	4.28	0.61
LL. Improve state/local communications.	4.12	0.93	4.22	0.53
RR. Research and analysis needs improving.	4.17	0.89	4.22	0.64
II. Calls for accountability are increasing.	4.07	0.90	4.15	0.55
NN. Chancellor's Office needs to be upgraded.	4.13	0.94	4.15	0.71
JJ. Decentralize authority and responsibility.	3.91	1.12	4.14	0.75
KK. Improve intersegmental coordination.	4.00	0.93	4.13	0.67
MM. Planning is segmented and inconsistent.	3.94	0.88	3.96	0.61
OO. Role of faculty is increasing.	3.87	1.01	3.89	0.63
QQ. Strengthen Board of Governors role.	3.75	1.13	3.79	0.82
IP. Need to centralize authority.	--	--	3.63	1.12
HH. Reform through AB 1725 and Code review.	3.61	0.90	3.54	0.72
IQ. Consultation process excludes minorities.	--	--	2.84	1.12

Table 17

RANKING OF MOST ACCURATE ISSUES, MEAN BY GROUP FOR ROUND II AND TOTAL FOR ROUNDS I AND II

CATEGORY	Round II					Round I
	COS	CEO	FAC	OTHR	TOTL	TOTL
AA. Inadequate funding since. 1981.	4.2	4.9	4.9	4.6	4.67	4.43
CC. Facilities age faster than repaired.	4.3	4.6	4.6	4.6	4.54	4.36
T. Long-term need to replace faculty.	4.5	4.5	4.5	4.8	4.53	4.38
DD. Equipment is becoming more obsolete.	4.4	4.4	4.7	4.6	4.48	4.19
L. Capital outlay funding inadequate.	4.1	4.6	4.4	4.6	4.45	--
F. More students enroll for retraining.	4.4	4.3	4.4	4.3	4.36	4.15
C. State more globally interdependent.	4.2	4.4	4.2	4.6	4.35	--
Q. Work slows younger students' progress.	4.0	4.5	4.6	4.3	4.35	4.18
K. More single parents will enroll.	4.4	4.5	4.3	4.0	4.34	4.09
GG. Funding less predictable than in 1970s.	4.0	4.4	4.6	4.4	4.34	4.03
PP. Management informatin needs improving.	4.3	4.5	4.0	4.6	4.33	4.33
B. More students will be in need of ESL.	4.2	4.4	4.2	4.5	4.33	4.01

Table 18

RANKING OF SOLUTIONS FOR THEIR CONSEQUENCES IN SOLVING ISSUES ON EDUCATIONAL EXCELLENCE BY GROUP FOR ROUND II, BY TOTAL FOR ROUND I

ISSUE Solutions	MEAN RANK					
	Round II					Round I
	COS	CEO	FAC	OTHR	TOTL	TOTL
F. More Students Will Return For Retraining						
FS4. Relate skills to economic development.	4.0	4.2	4.1	4.1	4.12	3.97
FS2. Renew focus on vocational education.	4.2	3.9	4.0	4.0	4.08	4.06
FS3. Identify need: academic or vocational.	4.2	4.1	4.1	3.6	4.08	--
H. Demographic Trends Suggest Need For Strong, Balanced General Curriculum						
HS3. Coordinate instruction and support.	4.4	4.5	4.4	4.3	4.42	4.26
HS2. Reassert Board call for excellence.	4.4	4.4	4.6	3.9	4.39	4.22
HS4. Use assessment results in curriculum.	4.5	4.5	4.1	3.8	4.35	4.14
HS. Conform basic skills to Board policy.	4.0	4.0	4.0	3.9	4.00	3.98
HS5. Mnitor CPEC adult education study.	3.8	3.7	3.7	3.4	3.72	3.71
HS1. Integrate "core" curriculum concepts.	4.0	3.4	3.4	3.4	3.64	3.61
HS6. Require ethnic studies courses.	2.9	3.2	3.2	3.1	3.07	--
B. More Students Will Be in Need of ESL						
BS2. Implement teacher training in ESL.	3.9	4.3	3.9	4.1	4.10	4.03
BS5. Increase support services for ESL.	3.6	4.1	3.7	3.9	3.85	--
BS. Adopt Board policy on ESL/basic skills.	3.8	3.9	3.5	4.2	3.81	3.90
BS4. Establish taxonomy for ESL courses.	3.9	3.7	3.4	3.9	3.69	--
BS3. Improve ESL in-service training.	3.5	3.5	3.9	4.1	3.66	--
BS7. Review policy on giving credit for ESL.	3.5	3.5	3.7	3.7	3.56	--
BS6. Establish ESL credential.	2.8	2.8	3.2	3.1	2.93	--
A. There is Substantial Unmet Need For ESL						
AS. Approach ESL needs intersegmentally.	3.8	3.6	3.6	3.7	3.66	3.90
AS2. Adopt Board policy on ESL.	3.6	3.5	3.6	3.9	3.62	--
C. Continued Difficulty With Transfer						
CS2. Implement policy to guarantee transfer.	3.8	4.4	4.4	4.2	4.22	--
CS. Implement next phases of articulation.	4.1	4.0	4.2	3.9	4.06	4.00
Miscellaneous Solutions						
ES2. Gather follow-up on former students.	4.1	4.3	4.2	4.1	4.22	

Table 19

RANKING OF SOLUTIONS FOR THEIR CONSEQUENCES IN SOLVING ISSUES ON STUDENT ACCESS AND SUCCESS BY GROUP FOR ROUND II, BY TOTAL FOR ROUND I

ISSUE Solutions	MEAN RANK					
	Round II					Round I
	COS	CEO	FAC	OTHR	TOTL	TOTL
K. More Single Parents Will Enroll						
KS. Recognize and solve child care barrier.	4.4	4.5	4.6	4.2	4.46	4.22
KS3. Set goals and reduce barriers.	3.9	3.9	4.2	3.6	3.95	--
KS2. Examine projections of future students.	4.0	3.8	3.8	3.4	3.80	3.83
G. More High School Dropouts and High Risk Youth Will Enroll						
SG2. Work more closely with secondary schools.	4.2	4.3	4.4	3.9	4.28	--
SG. Expand matriculation to all students.	4.1	3.4	3.9	3.3	3.67	--
H. There is Unmet Need For Literacy Training of Native-Born						
SH2. Identify existing work, develop policy.	4.1	4.2	3.8	4.2	4.08	--
SH. Study problem.	4.0	3.8	3.6	3.7	3.79	--
Q Younder Students Slow Their Progress by Working Half- or Full-Time						
QS3. Encourage students to continue work.	3.8	3.7	3.8	3.8	3.76	--
QS2. Show value of full-time enrollment.	3.3	3.6	3.4	3.5	3.48	3.48
QS. "Buy-out" students in low paying jobs.	2.3	2.7	2.7	2.4	2.55	2.91
J. Participation in Community Colleges Has Declined Since 1981						
JS5. Enroll and retain the underrepresented.	4.1	4.4	4.4	4.1	4.29	4.16
JS9. Expand work with secondary schools.	4.1	4.2	4.2	3.7	4.13	--
JS8. Review groups whose enrollment declined.	3.9	4.0	4.0	3.9	3.98	--
JS. Study decline only for underrepresented.	3.8	4.0	3.5	3.7	3.81	3.82
JS7. Develop better measures of population.	3.8	3.9	3.6	3.7	3.78	--
JS3. Plan for reducing underrepresentation.	3.6	4.0	3.4	3.4	3.73	3.68
JS2. Set goals to reduce underrepresenation.	3.8	3.9	3.5	3.2	3.71	3.59
JS6. Improve access through student services.	3.7	3.7	3.4	3.4	3.58	3.62
Miscellaneous Solutions						
PS2. Improve image of lower division program.	4.3	4.6	4.6	4.7	4.54	--
OS6. Show assessment results to students.	4.3	4.5	4.7	4.5	4.48	--
MS3. Keep student fees relatively low.	4.2	4.3	4.4	4.6	4.33	--
OS4. Use more than tests to advise students.	4.1	4.4	4.3	4.4	4.32	--
SG2. Work more closely wth secondary schools.	4.2	4.3	4.4	3.9	4.28	--
OS5. Evaluate and follow-up student progress.	4.4	4.2	4.4	4.1	4.27	--
OS3. Make "matriculation" accurate/unbiased.	4.2	4.2	4.2	4.4	4.25	--
MS2. Simplify admissions and aid applications.	4.0	4.3	4.2	4.2	4.21	--

Table 20

RANKING OF SOLUTIONS FOR THEIR CONSEQUENCES IN SOLVING ISSUES ON HUMAN RESOURCES BY GROUP FOR ROUND II, BY TOTAL FOR ROUND I

ISSUE Solutions	MEAN RANK					
	Round II					Round I
	COS	CEO	FAC	OTHR	TOTL	TOTL
T. There is a Long-Term Need to Replace Faculty Who Will Retire						
TS. Make annual projections of replacement.	4.2	4.2	4.0	4.5	4.21	4.09
TS4. Tell teacher training colleges of needs.	4.1	4.2	4.0	4.0	4.08	--
TS5. Relate replacement to affirmative action.	4.1	4.1	4.1	3.6	4.06	--
TS3. Encourage students to become teachers.	3.9	3.8	3.8	3.6	3.81	3.91
TS6. Enforce policy on full-time faculty core.	3.4	3.2	4.1	3.3	3.48	--
TS2. Link hiring to electronic registry.	3.6	3.3	3.4	3.5	3.42	3.45
X. Incentives For Good Teaching Are Inadequate						
XS. Improve incentives for good teaching.	4.0	4.3	4.5	4.4	4.26	4.11
XS2. Raise teacher status; improve preservice.	4.1	4.3	4.2	4.1	4.20	4.23
S. There is a Short-Term Need For Development of Staff						
SS6. Start program to vitalize faculty/staff.	4.4	4.3	4.5	4.1	4.34	4.27
SS8. Start program to middle management.	4.5	4.4	4.2	4.1	4.34	4.11
SS11. Strengthen administrator in-service.	4.3	4.2	4.2	4.0	4.21	4.13
SS13. Fund programs within state guidelines.	4.2	4.2	4.2	4.1	4.17	---
SS3. Tie instruction and student services.	4.3	4.1	4.1	4.1	4.16	4.05
SS10. Set Board policy for staff development.	4.1	3.9	4.1	4.0	3.99	3.99
SS2. Identify needs of classified staff.	4.1	4.1	3.9	3.6	3.97	3.84
SS4. Expand research on teaching methods.	4.0	3.8	4.1	3.8	3.94	3.85
SS. Examine current studies for improvements.	4.1	4.0	3.9	3.5	3.92	3.86
SS7. Start intersegmental staff development.	4.0	3.9	3.9	3.3	3.82	3.81
SS5. Start inter-college staff exchange.	3.5	3.4	3.8	3.3	3.52	3.45
SS12. Use accreditation to assess activity.	3.0	3.1	3.1	3.2	3.13	--
SS9. Use instruction resources for others.	2.8	3.3	2.7	2.9	3.01	3.41
K. Faculty Evaluation is Inadequate.						
SK2. Use student views to assess faculty.	4.1	4.4	4.2	4.7	4.34	4.10
SK. Extend tenure probation from 2 to 3 years.	3.7	4.4	4.0	4.3	4.14	--
Miscellaneous Solutions						
VS8. Expand supply of qualified applicants.	4.0	4.4	4.4	4.4	4.28	--
YS4. Improve preservice training.	4.3	4.2	4.3	4.3	4.24	4.17

Table 21

RANKING OF SOLUTIONS FOR THEIR CONSEQUENCES IN SOLVING ISSUES ON FINANCE BY GROUP FOR ROUND II, BY TOTAL FOR ROUND I

ISSUE Solutions		MEAN RANK					
		Round II					Round I
		COS	CEO	FAC	OTHR	TOTL	TOTL
F. Funding Has Been inadequate Since 1981							
AAS10.	Fund all state mandates.	4.1	4.9	4.8	4.6	4.64	--
AAS5.	Support COLAs.	4.2	4.7	4.6	4.8	4.58	4.31
AAS.	Study how programs ought to be funded.	4.3	4.6	4.5	4.6	4.54	4.24
AAS6.	Relate finance to educational programs	4.5	4.7	4.6	4.0	4.54	4.28
AAS11.	Fund matricultation program fully.	3.8	4.7	4.6	4.7	4.50	--
AAS2.	Evaluate what is "really needed."	4.4	4.4	4.2	3.9	4.30	4.09
AAS9.	Restore local majority-vote taxes.	3.8	4.4	4.0	4.7	4.06	--
AAS7.	Tie finance standards to real programs.	4.0	4.1	3.8	3.8	3.97	3.86
AAS4.	Board to determine "adequate" funding.	4.2	3.9	3.6	4.2	3.96	3.92
AAS12.	Develop more efficient methods.	4.2	3.9	3.8	3.8	3.92	--
AAS3.	Tie program-based funding to increases.	3.8	3.6	3.7	3.5	3.68	3.72
AAS8.	Return to foundation (minimum) formula.	2.9	3.3	3.4	3.3	3.26	--
DD. Equipment is Becoming Increasingly Obsolete							
DDS2.	Update determination of equipment needs.	4.6	4.7	4.7	4.5	4.68	4.45
DDS.	Examine repair and replacement standards.	4.4	4.6	4.6	4.4	4.44	4.18
L. Capital Outlay Needs Have Not Been Adequately Funded in Recent Years							
SL.	Pursue greater capital funding.	4.2	4.8	4.6	4.6	4.59	--
CC. Facilities Continue to Age Faster Than Are Maintained and Reparied							
CCS.	Plan for long-range facilities uncertainty.	4.6	4.7	4.8	4.6	4.69	4.40
CCS2.	Assess own needs, noting others' needs.	4.6	4.7	4.4	4.4	4.57	4.22
GG. Funding is Less Predictable Than in the 1970s							
GGS3.	Develop method to minimize uncertainty.	4.4	4.8	4.6	4.6	4.64	--
GGS2.	Develop long-range finance plan.	4.3	4.8	4.3	4.3	4.53	--
GGS.	Relate apportionment to district outlays.	3.9	4.2	4.2	4.2	4.13	3.91
Miscellaneous Solutions							
FFS.	Develop way to set capital priorities.	4.3	4.4	4.2	4.3	4.34	4.15
SM.	Review facilities utilization standards.	4.1	4.5	4.1	4.3	4.29	--

Table 22

RANKING OF SOLUTIONS FOR THEIR CONSEQUENCES IN SOLVING ISSUES ON DEVELOPING THE SYSTEM BY GROUP FOR ROUND II, BY TOTAL FOR ROUND I

ISSUE Solutions	MEAN RANK					
	Round II					Round I
	COS	CEO	FAC	OTHR	TOTL	TOTL
PP. The System's Management Information Needs Improving						
PPS. Continue to develop system (MIS).	4.4	4.5	3.9	4.4	4.33	4.19
PPS5. Tie MIS to comprehensive planning.	4.0	4.3	3.9	4.0	4.08	--
PPS3. Secure staff for information work.	4.3	4.2	3.8	3.7	4.07	3.99
PPS4. Develop MIS for Chancellor's needs.	4.4	4.1	3.6	4.0	4.06	3.97
PPS2. Avoid having MIS preclude other data.	4.1	4.1	3.9	3.6	4.00	4.01
SS. The State/Local Delineation of Functions Needs to be Clarified						
SSS2. Set way to review responsibilities.	4.1	4.2	4.0	4.1	4.12	--
SSS. Obtain resources to clarify delineation.	4.1	4.1	3.7	3.6	3.96	4.01
LL. State/Local Communications Need Improvement						
LLS. Improve Chancellor's communications.	4.5	4.1	4.1	4.3	4.23	4.09
LLS2. Improve consultation.	4.3	4.1	4.0	4.1	4.14	4.07
LLS3. Expand use of telecommunications.	4.2	4.0	3.7	3.7	3.94	4.01
LLS4. Link state and local telecommunications.	4.1	3.8	3.6	3.7	3.86	3.97
LLS5. Improve state/trustee communications.	3.9	3.8	3.9	3.7	3.83	--
LLS6. Evaluate existing telecommunications.	3.9	3.5	3.9	3.5	3.67	--
RR. Systemwide Research and Policy Analysis Needs to be Improved						
RRS2. Adequately fund planning and research.	4.3	4.3	3.9	3.7	4.16	4.19
RRS. Develop statewide research agenda.	4.2	4.3	3.8	3.8	4.10	4.01
Miscellaneous Solutions						
OOS2. Clarify role of Academic Senate.	4.3	4.3	4.7	4.0	4.30	4.20
OOS5 Delineate roles of Senates and unions.	4.0	4.5	4.1	4.2	4.29	4.12
NNS6. Upgrade Chancellor as system spokesperson.	4.3	4.3	4.1	4.2	4.22	--
OOS. Emphasize collegiality on campus.	4.0	4.3	4.5	4.0	4.21	4.07

Exhibit 1

Delphi Process for Input to Board's 1988-89 Basic Agenda

Questionnaire for Round I

NOTE: Rank each of the issues and solutions as indicated. If you disagree with an issue, rewrite it on the back of this questionnaire. If you want to add other issues or other solutions that you feel are desirable, also write them on the back of this questionnaire. (Please be brief.)

Accuracy of Issue	Relevance of Issue	Practicality of Solution	Consequence of Solution
1 Strongly Disagree	1 Unimportant	1 Definitely Infeasible	1 Highly Undesirable
2 Disagree	2 Slightly Important	2 Probably Infeasible	2 Undesirable
3 Not Sure	3 Moderately Important	3 Not Sure	3 Neutral
4 Agree	4 Important	4 Probably Feasible	4 Desirable
5 Strongly Agree	5 Very Important	5 Definitely Feasible	5 Highly Desirable

We need your response by February 18, 1988.

Return to:

Chancellor's Office
Research and Analysis Unit
1107 Ninth Street, Suite 500
Sacramento, CA 95814

EDUCATIONAL EXCELLENCE

Response to Issues		Issues and Solutions	Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)		Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	A1. THERE IS SUBSTANTIAL UNMET NEED FOR ENGLISH AS A SECOND LANGUAGE (ESL).		
		AS. PURSUE INTERSEGMENTALLY ESL ISSUES OF ASSESSMENT, UNMET NEEDS, CURRICULA, ETC.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	B1. IN THE FUTURE, MORE COMMUNITY COLLEGE STUDENTS WILL BE IN NEED OF ESL		
		BS. WORK TOWARD BOARD POLICIES ON ESL/BASIC SKILLS.	1 2 3 4 5	1 2 3 4 5
		BS2. IMPLEMENT TEACHER TRAINING IN BASIC SKILLS AND ESL.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	C1. STUDENTS CONTINUE TO HAVE DIFFICULTY TRANSFERRING INTERSEGMENTALLY		
		CS. IMPLEMENT NEXT PHASES OF FOUR-YEAR AND HIGH SCHOOL ARTICULATION.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	D1. STUDENTS CONTINUE TO HAVE DIFFICULTY TRANSFERRING BETWEEN COMMUNITY COLLEGES.		
		DS. EXTEND ARTICULATION CONCERNS TO "INTERNAL" ARTICULATION OF COMMUNITY COLLEGE CURRICULA.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	E1. PROGRAM COMPLETERS SOMETIMES LACK SKILLS REQUIRED ON JOB.		
		ES. EXTEND ARTICULATION CONCEPT TO INCLUDE BUSINESS AND INDUSTRY.	1 2 3 4 5	1 2 3 4 5
		ES2. FOLLOWUP ON STUDENTS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	F1. MORE STUDENTS WILL BE RETURNING TO COMMUNITY COLLEGES FOR RETRAINING.		
		FS. EXAMINE VOCATIONAL STUDENT SKILLS DEVELOPMENT AND RELATE TO ECONOMIC DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5
		FS2. RENEW FOCUS ON VOCATIONAL EDUCATION CURRICULA.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	G1. COMMUNITY SERVICES PROGRAMS HAVE DECLINED SINCE 1978 AND GENERALLY EXCLUDE THE POOR.		
		GS. EXAMINE THE DECLINE IN COMMUNITY SERVICES PROGRAMS.	1 2 3 4 5	1 2 3 4 5
		GS2. THE BOARD SHOULD RESTATE ITS VIEW OF COMMUNITY SERVICES.	1 2 3 4 5	1 2 3 4 5

EDUCATIONAL EXCELLENCE

Response to Issues			Response to Solutions	
Accuracy (Circle One)	**Relevance** (Circle One)	**Issues and Solutions**	**Practicality** (Circle One)	**Consequence** (Circle One)
1 2 3 4 5	1 2 3 4 5	HI. **EMERGING DEMOGRAPHIC AND CULTURAL TRENDS SUGGEST THE NEED FOR A STRONG GENERAL AND BALANCED CURRICULUM.**		
		HS. EXAMINE BASIC SKILLS CURRICULA TO CONFORM TO "FULL RANGE" POLICY OF BOARD OF GOVERNORS.	1 2 3 4 5	1 2 3 4 5
		HS1. INTEGRATE "CORE" CONCEPTS INTO CHANCELLOR'S OFFICE COURSE AND PROGRAM APPROVAL PROCESS.	1 2 3 4 5	1 2 3 4 5
		HS2. BOARD SHOULD REASSERT ITS "CALL FOR EXCELLENCE" IN ALL AREAS OF CURRICULUM, NOT JUST TRANSFER.	1 2 3 4 5	1 2 3 4 5
		HS3. SUPPORT CLOSER COORDINATION OF INSTRUCTION AND EDUCATIONAL SUPPORT SERVICES.	1 2 3 4 5	1 2 3 4 5
		HS4. TIE ASSESSMENT RESULTS TO CURRICULUM, ESPECIALLY IN THE BASIC SKILLS AREA.	1 2 3 4 5	1 2 3 4 5
		HS5. MONITOR ADULT EDUCATION STUDY FOR ITS PROGRAM AND FUNDING IMPLICATIONS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	II. **THE ASSOCIATE DEGREE IS NOT AN ADEQUATE MEASURE OF ACADEMIC SUCCESS.**		
		IS. EXAMINE EXTENT TO WHICH GRADING PRACTICES HAVE ADVERSELY AFFECTED COURSE STANDARDS AND PERCEPTION OF THE ASSOCIATE DEGREE.	1 2 3 4 5	1 2 3 4 5

STUDENT ACCESS AND SUCCESS

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	J1. ACCESS TO COMMUNITY COLLEGES HAS DECLINED SINCE 1981.		
		JS. CONDUCT CASE STUDY EXAMINATION OF DECLINE IN ENROLLMENT OF UNDERREPRESENTED STUDENTS.	1 2 3 4 5	1 2 3 4 5
		JS2. SET GOALS TO REDUCE UNDERREPRESENTATION.	1 2 3 4 5	1 2 3 4 5
		JS3. DEVELOP OVERALL 5-10 YEAR PLAN TO REDUCE UNDERREPRESENTATION.	1 2 3 4 5	1 2 3 4 5
		JS4. EXAMINE EOPS/DSPS/GENDER EQUITY THROUGH INSTITUTIONAL PLAN.	1 2 3 4 5	1 2 3 4 5
		JS5. IDENTIFY AND DISSEMINATE STRATEGIES FOR IMPROVING ENROLLMENT AND RETENTION OF UNDERREPRESENTED STUDENTS.	1 2 3 4 5	1 2 3 4 5
		JS6. LINK STUDENT SERVICES TO IMPROVING STUDENT AFFIRMATIVE ACTION (EQUITY).	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	K1. MORE SINGLE PARENTS WILL BE ENROLLING IN COLLEGE.		
		KS. RECOGNIZE CHILD CARE AS A MAJOR BARRIER TO ACCESS AND DEVELOP STRATEGIES.	1 2 3 4 5	1 2 3 4 5
		KS2. EXAMINE PROJECTIONS ON FUTURE STUDENTS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	L1. STUDENTS WILL MORE OFTEN BE (A) THE FIRST IN THEIR FAMILY TO ATTEND POSTSECONDARY EDUCATION AND (B) INADEQUATELY PREPARED.		
		LS. EXPAND MATRICULATION (IN MODIFIED FORM) TO NONCREDIT AND IMPROVE ARTICULATION OF CREDIT AND NONCREDIT INSTRUCTION.	1 2 3 4 5	1 2 3 4 5
		LS2. ENHANCE SUPPORT SERVICES.	1 2 3 4 5	1 2 3 4 5
		LS3. MAINTAIN OUR TECHNOLOGICAL EDGE TO RESPOND TO COMMUNITY NEEDS.	1 2 3 4 5	1 2 3 4 5
		LS4. DEVELOP SYSTEMWIDE AND INSTITUTIONAL PLANS TO IMPROVE ENROLLMENT AND RETURN OF UNDERPREPARED GROUPS.	1 2 3 4 5	1 2 3 4 5

STUDENT ACCESS AND SUCCESS

Response to Issues		Issues and Solutions	Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)		Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	MI. **STUDENTS WILL MORE OFTEN BE FROM LOW INCOME BACKGROUNDS.**		
		MS. EXPAND BOARD FINANCIAL AID PROGRAM AND IMPROVE INFORMATION PROVIDED TO STUDENTS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	NI. **INAPPROPRIATE REFERRALS REDUCE STUDENT RETENTION.**		
		NS. EXPAND MATRICULATION TO IMPROVE CURRICULA AND TRIGGER NEW INITIATIVES.	1 2 3 4 5	1 2 3 4 5
		NS2. IMPROVE COUNSELOR EDUCATION PROGRAMS.	1 2 3 4 5	1 2 3 4 5
		NS3. EXAMINE ROLE, FUNCTION AND STATUS OF COUNSELING/ADVISING (E.G., FACULTY AND PARA-PROFESSIONALS).	1 2 3 4 5	1 2 3 4 5
		NS4. ENSURE BASELINE DATA FOR MATRICULATION AND OUTCOMES.	1 2 3 4 5	1 2 3 4 5
		NS5. REEXAMINE CURRICULUM IN CAREER CHOICE/SELECTION.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	OI. **STUDENT ASSESSMENT PRACTICES ARE UNEVEN ACROSS COLLEGES.**		
		OS. EXAMINE ASSESSMENT PRACTICES FOR VALIDITY, CIVIL RIGHTS, AND OTHER ISSUES.	1 2 3 4 5	1 2 3 4 5
		OS2. ENCOURAGE LOCAL OUTCOMES RESEARCH.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	PI. **MORE STUDENTS ARE ENROLLING DIRECTLY FROM HIGH SCHOOL INTO THE UNIVERSITY OF CALIFORNIA.**		
		PS. DEVELOP STRATEGY TO DEAL WITH THE 40/60 ISSUE.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	QI. **MANY YOUNGER STUDENTS WORK HALF- OR FULL-TIME WHILE ATTENDING HALF-TIME, THEREBY SLOWING THEIR ACADEMIC PROGRESS.**		
		QS. "BUY-OUT" STUDENTS WHO WORK IN LOW-PAID JOBS.	1 2 3 4 5	1 2 3 4 5
		QS2. IDENTIFY THE VALUE OF FULL-TIME ENROLLMENT.	1 2 3 4 5	1 2 3 4 5

STUDENT ACCESS AND SUCCESS

Response to Issues			Response to Solutions	
Accuracy (Circle One)	**Relevance** (Circle One)	**Issues and Solutions**	**Practicality** (Circle One)	**Consequence** (Circle One)
1 2 3 4 5	1 2 3 4 5	RI. **STUDENTS TYPICALLY DO NOT IDENTIFY WITH THEIR COLLEGE.**		
		RS. ENHANCE STUDENTS' LONGER-TERM LINKAGE WITH THE COLLEGE (WITH ALUMNI/JOB OPPORTUNITY INFORMATION).	1 2 3 4 5	1 2 3 4 5

HUMAN RESOURCES

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	SI. THERE IS A NEAR-TERM NEED FOR DEVELOPMENT OF MATURE STAFF.		
		SS. EXAMINE CURRENT STUDIES TO IMPROVE FACULTY DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5
		SS2. IDENTIFY DEVELOPMENT NEEDS OF CLASSIFIED STAFF.	1 2 3 4 5	1 2 3 4 5
		SS3. IMPROVE INTEGRATION OF INSTRUCTION AND STUDENT SERVICES.	1 2 3 4 5	1 2 3 4 5
		SS4. EXAMINE FACULTY INVOLVEMENT IN RESEARCH AND PEDADOGICAL EXPERIMENTS, PROVIDING INCENTIVES VIA FUND FOR IMPROVEMENT.	1 2 3 4 5	1 2 3 4 5
		SS5. FUND STUDY ON BENEFITS OF INTER-COLLEGE STAFF EXCHANGES.	1 2 3 4 5	1 2 3 4 5
		SS6. DEVELOP INCENTIVE PROGRAM TO VITALIZE FACULTY AND STAFF AND IMPROVE, WHERE NEEDED, COMPETENCIES.	1 2 3 4 5	1 2 3 4 5
		SS7. ESTABLISH INTERSEGMENTAL APPROACH TO FACULTY DEVELOPMENT AND EXCHANGE OPPORTUNITIES.	1 2 3 4 5	1 2 3 4 5
		SS8. CONDUCT STAFF DEVELOPMENT FOR MIDDLE MANAGEMENT AS WELL AS FOR FACULTY AND ADMINISTRATORS.	1 2 3 4 5	1 2 3 4 5
		SS9. INVESTIGATE EXISTING STAFF DEVELOPMENT RESOURCES TO ENRICH OTHER FUNCTIONS (E.G., COMMUNITY SERVICES).	1 2 3 4 5	1 2 3 4 5
		SS10. CHANCELLOR'S OFFICE SHOULD MAKE CONSCIOUS EFFORT TO PROVIDE FOR STAFF DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5
		SS11. STRENGTHEN LEADERSHIP OF ADMINISTRATORS THROUGH IN-SERVICE TRAINING.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	TI. THERE IS A LONG-TERM NEED TO REPLACE LARGE NUMBERS OF FACULTY WHO WILL BE RETIRING OVER THE NEXT DECADE.		
		TS. MAKE ANNUAL PROJECTIONS FOR FACULTY REPLACEMENT AND AFFIRMATIVE ACTION IMPLICATIONS.	1 2 3 4 5	1 2 3 4 5

HUMAN RESOURCES

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
		TS2. LINK HIRING TO AN ELECTRONIC REGISTRY OF APPLICANTS.	1 2 3 4 5	1 2 3 4 5
		TS3. ENCOURAGE COLLEGE STUDENTS TO BE COLLEGE TEACHERS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	UI. **COMPENSATION OF FACULTY IS NOT COMPETITIVE IN CERTAIN FIELDS LIKE COMPUTER SCIENCE, ENGINEERING, AND BUSINESS.**		
		US. PAY SALARY DIFFERENTIALS ACROSS FIELDS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	VI. **THERE IS AN ETHNIC AND GENDER IMBALANCE BETWEEN ADMINISTRATORS/ FACULTY AND STUDENTS.**		
		VS. REITERATE EXISTING COMMITMENTS TO AFFIRMATIVE ACTION.	1 2 3 4 5	1 2 3 4 5
		VS2. MAKE AFFIRMATIVE ACTION STANDARDS EQUIVALENT ACROSS DIVISIONS (SO ONE AREA DOESN'T DO IT ALL).	1 2 3 4 5	1 2 3 4 5
		VS3. STRENGTHEN AFFIRMATIVE ACTION REPORTING.	1 2 3 4 5	1 2 3 4 5
		VS4. ESTABLISH "REPORT CARDS" ON AFFIRMATIVE ACTION EFFORTS ACROSS THE SYSTEM.	1 2 3 4 5	1 2 3 4 5
		VS5. TRAIN TRUSTEES, ADMINISTRATORS AND FACULTY REGARDING AFFIRMATIVE ACTION.	1 2 3 4 5	1 2 3 4 5
		VS6. RECOGNIZE SLIPPAGE IN AFFIRMATIVE ACTION HIRES. ESTABLISH REGISTRY AND ELECTRONIC BULLETIN BOARD PILOT PROGRAM.	1 2 3 4 5	1 2 3 4 5
		VS7. STRENGTHEN ACCOUNTABILITY; WITHHOLDING APPORTIONMENTS IF STANDARDS ARE NOT MET.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	WI. **THE NUMBER OF PART-TIME FACULTY IS INCREASING -- WITH MORE "FREEWAY FLIERS"; I.E., FACULTY AT MORE THAN ONE COLLEGE.**		
		WS. EXAMINE THE FULL-TIME, PART-TIME ISSUE MORE PRECISELY -- ACKNOWLEDGE POSITIVE USES/ CONTRIBUTIONS OF PART-TIMERS.	1 2 3 4 5	1 2 3 4 5

HUMAN RESOUCES

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
		WS2. BOARD POLICY SHOULD INCLUDE INCREASED FUNDING FOR AN INCREASED CORE OF FULL-TIME FACULTY.	1 2 3 4 5	1 2 3 4 5
		WS3. DEFINE FULL-TIMENESS ON BASIS OF WORK AT ALL COLLEGES WHERE TEACHING CURRENTLY.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	XI. **INCENTIVES FOR GOOD TEACHING ARE INADEQUATE.**		
		XS. IMPROVE INCENTIVES FOR GOOD TEACHING.	1 2 3 4 5	1 2 3 4 5
		XS2. ELEVATE FOCUS ON COMMUNITY COLLEGE TEACHING; IMPROVE PRE-SERVICE TRAINING.	1 2 3 4 5	1 2 3 4 5
		XS3. INCORPORATE STUDENT EVALUATIONS INTO EVALUATIONS OF FACULTY.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	YI. **HIRING PROCEDURES NEED IMPROVEMENT.**		
		YS. INCREASE FACULTY SENATE INVOLVEMENT IN DEFINING QUALIFICATIONS.	1 2 3 4 5	1 2 3 4 5
		YS2. UNDER AB 1725, BOARD WILL NEED TO DEFINE QUALIFICATIONS.	1 2 3 4 5	1 2 3 4 5
		YS3. THE BOARD NEEDS TO PROVIDE LEADERSHIP ON PROFESSIONAL STANDARDS.	1 2 3 4 5	1 2 3 4 5
		YS4. IMPROVE PRE-SERVICE TRAINING, CONTINUING AND PROFESSIONAL DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5
		YS5. THE BOARD SHOULD FACILITATE RECRUITMENT SOURCES AND POOLS.	1 2 3 4 5	1 2 3 4 5
		YS6. DEVELOP MODEL JOB DESCRIPTIONS FOR FULL-TIME FACULTY.	1 2 3 4 5	1 2 3 4 5

FINANCE

Response to Issues		Issues and Solutions	Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)		Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	AA1. **COMMUNITY COLLEGE FUNDING HAS BEEN INADEQUATE SINCE 1981.**		
		AAS. EMPHASIZE FURTHER REVIEW AND DEVELOPMENT OF FINANCE STANDARDS (FOR HOW PROGRAMS OUGHT TO BE FUNDED).	1 2 3 4 5	1 2 3 4 5
		AAS2. EVALUATE WHAT IS "REALLY NEEDED" IN THE COLLEGE SYSTEM.	1 2 3 4 5	1 2 3 4 5
		AAS3. TIE PROGRAM-BASED FUNDING TO PROGRAM IMPROVEMENT.	1 2 3 4 5	1 2 3 4 5
		AAS4. DEVELOP METHOD FOR BOARD OF GOVERNORS TO DETERMINE "ADEQUATE" FUNDING.	1 2 3 4 5	1 2 3 4 5
		AAS5. SUPPORT COLAS.	1 2 3 4 5	1 2 3 4 5
		AAS6. RECOGNIZE THAT FINANCE RELATES TO ALL OTHER ASPECTS OF THE EDUCATIONAL AND AGENCY PROGRAM.	1 2 3 4 5	1 2 3 4 5
		AAS7. ASSURE THAT STANDARDS OF FINANCE ARE RELATED TO "REAL" PROGRAM IMPROVEMENT MEASURES.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	BB1. **FUNDING CONTINUES TO BE OTHER THAN COST-BASED AND TO CREATE INAPPROPRIATE INCENTIVES.**		
		BBS. MOVE FROM SB 851-TYPE (THREE RATES FOR ALL ADA) TO PROGRAM-BASED FUNDING.	1 2 3 4 5	1 2 3 4 5
		BBS2. RECOGNIZE CHANCELLOR'S OFFICE STAFFING REQUIRED TO PROCESS PROGRAM-BASED FUNDING INFORMATION.	1 2 3 4 5	1 2 3 4 5
		BBS3. DETERMINE THE NEED TO REFINE PROGRAM-BASED FUNDING WITH MORE ELEMENTS THAT APPROACH ACTUAL COSTS.	1 2 3 4 5	1 2 3 4 5
		BBS4. ESTABLISH BOARD OF GOVERNORS DISCRETIONARY FUND.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	CC1. **COLLEGE FACILITIES CONTINUE TO AGE FASTER THAN MAINTENANCE AND REPAIR ARE ACCOMPLISHED.**		
		CCS. DEVELOP LONG-RANGE PLAN FOR FACILITIES RENEWAL.	1 2 3 4 5	1 2 3 4 5

FINANCE

Response to Issues			Response to Solutions	
Accuracy (Circle One)	**Relevance** (Circle One)	**Issues and Solutions**	**Practicality** (Circle One)	**Consequence** (Circle One)
		CCS2. COMPREHENSIVELY ASSESS CAPITAL OUTLAY AND MAINTENANCE NEEDS, ACKNOWLEDGING COMPETITION FOR FUNDING WITH OTHER AGENCIES.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	DDI. **INSTRUCTIONAL EQUIPMENT IS BECOMING INCREASINGLY OBSOLETE.**		
		DDS. EXAMINE CURRENT STANDARDS OF EQUIPMENT REPAIR AND REPLACEMENT.	1 2 3 4 5	1 2 3 4 5
		DDS2. DEVELOP SYSTEMATIC METHOD TO UPDATE CAPITAL AND EQUIPMENT NEEDS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	EEI. **THERE CONTINUES TO BE AN UNMET NEED FOR EOPS AND DSPS.**		
		EES. IDENTIFY UNMET NEED IN EOPS AND DSPS.	1 2 3 4 5	1 2 3 4 5
		EES2. DETERMINE (USING COMPREHENSIVE PLANNING MATRIX) THE EXTENT TO WHICH CATEGORICALS ARE "ABOVE AND BEYOND" AND "EXCESS COST."	1 2 3 4 5	1 2 3 4 5
		EES3. ATTEND TO SPECIAL FUNDING NEEDS OF NONTRADITIONAL PROGRAMS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	FFI. **THERE WILL NEED TO BE NEW COLLEGES AND CENTERS WHILE SOME EXISTING COLLEGES ARE YET TO BE COMPLETED.**		
		FFS. DEVELOP METHOD FOR BOARD OF GOVERNORS TO ESTABLISH CAPITAL OUTLAY PRIORITIES.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	GGI. **FUNDING IS LESS PREDICTABLE THAN IN THE 1970s.**		
		GGS. STUDY RELATIONSHIP OF APPORTIONMENT SCHEDULE TO ACTUAL BUDGET SCHEDULE OF DISTRICTS.	1 2 3 4 5	1 2 3 4 5

DEVELOPING THE SYSTEM

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	IIII. **REFORM WILL BE INITIATED THROUGH AB 1725 AND EDUCATION CODE REVIEW LEGISLATION.**		
		IIIS. REFORM EFFORTS WILL NEED TO BE EVALUATED.	1 2 3 4 5	1 2 3 4 5
		HHS2. DEVELOP METHOD TO EVALUATE REFORM EFFORTS AND TIE TO ACCOUNTABILITY.	1 2 3 4 5	1 2 3 4 5
		HHS3. CREATE SYSTEMWIDE OFFICE ON NEW PERSONNEL STRUCTURES.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	III. **CALLS FOR COLLEGE ACCOUNTABILITY ARE INCREASING.**		
		IIS. IMPROVE EVALUATION AND DISSEMINATION OF VARIOUS PROGRAM IMPROVEMENT ACTIVITIES.	1 2 3 4 5	1 2 3 4 5
		IIS2. ACCOUNTABILITY SHOULD BE BASED ON OUTCOMES.	1 2 3 4 5	1 2 3 4 5
		IIS3. DEVELOP STRATEGIES FOR EVALUATING COLLEGE PERFORMANCE USING OUTCOME MEASURES THROUGH PROGRAM REVIEW.	1 2 3 4 5	1 2 3 4 5
		IIS4. EMPHASIZE ACCOUNTABILITY.	1 2 3 4 5	1 2 3 4 5
		IIS5. DEVELOP AND IMPLEMENT FISCAL AND EDUCATIONAL ACCOUNTABILITY THAT IS COMPREHENSIVE.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	JJI. **AUTHORITY AND RESPONSIBILITY NEED TO BE DECENTRALIZED (WHERE APPROPRIATE) WITHIN THE SYSTEM.**		
		JJS. DEVELOP ACROSS-THE-BOARD MINIMUM PROGRAM STANDARDS, THEN MOVE TOWARD DECATEGORIZATION.	1 2 3 4 5	1 2 3 4 5
		JJS2. BOARD SHOULD TAKE PROACTIVE ROLE IN ESTABLISHING FINANCING GUIDELINES FOR DISTRICTS (VIA CONSULTATION); I.E., RANGE OF COLAS, ETC.	1 2 3 4 5	1 2 3 4 5
		JJS3. ENHANCE ROLE OF ACADEMIC SENATES.	1 2 3 4 5	1 2 3 4 5
		JJS4. ENHANCE ROLE OF STUDENTS.	1 2 3 4 5	1 2 3 4 5

DEVELOPING THE SYSTEM

Response to Issues			Response to Solutions	
Accuracy (Circle One)	**Relevance** (Circle One)	**Issues and Solutions**	**Practicality** (Circle One)	**Consequence** (Circle One)
1 2 3 4 5	1 2 3 4 5	KKI. **INTERSEGMENTAL COORDINATION NEEDS IMPROVEMENT.**		
		KKS. THE BOARD SHOULD MAKE A SIGNIFICANT COMMITMENT TO THE INTERSEGMENTAL COORDINATING COMMISSION.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	LLI. **STATE/LOCAL COMMUNICATIONS NEED IMPROVEMENT.**		
		LLS. CHANCELLOR'S OFFICE SHOULD IMPROVE PUBLIC RELATIONS AND COMMUNICATIONS FUNCTIONS.	1 2 3 4 5	1 2 3 4 5
		LLS2. IMPROVE CONSULTATION.	1 2 3 4 5	1 2 3 4 5
		LLS3. EXPAND USE OF TELECOMMUNICATIONS.	1 2 3 4 5	1 2 3 4 5
		LLS4. ESTABLISH LINKAGES BETWEEN CHANCELLOR'S OFFICE AND FIELD EFFORTS IN TELECOMMUNICATIONS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	MMI. **PLANNING IS SEGMENTED, INCONSISTENT ACROSS DISTRICTS, AND LACKING EFFECTIVE "TOP-DOWN" AND "BOTTOM-UP" COMPONENTS.**		
		MMS. MESH COMPREHENSIVE PLANNING WITH STATEWIDE PLANNING.	1 2 3 4 5	1 2 3 4 5
		MMS2. DEVELOP INTEGRATED MASTER PLANNING.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	NNI. **THE SYSTEMWIDE (CHANCELLOR'S) OFFICE NEEDS TO BE UPGRADED.**		
		NNS. IMPROVE COORDINATION OF THE HUMAN RESOURCES WITHIN THE CHANCELLOR'S OFFICE.	1 2 3 4 5	1 2 3 4 5
		NNS2. OBTAIN A NEW FACILITY FOR THE CHANCELLOR'S OFFICE.	1 2 3 4 5	1 2 3 4 5
		NNS3. PROMOTE STAFF EXCHANGES BETWEEN CHANCELLOR'S OFFICE AND DISTRICTS AND COLLEGES.	1 2 3 4 5	1 2 3 4 5
		NNS4. EXPAND STAFF DEVELOPMENT IN CHANCELLOR'S OFFICE.	1 2 3 4 5	1 2 3 4 5
		NNS5. DEVELOP OFFICE-WIDE WORK PLAN.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	OOI. **THE ROLE OF FACULTY IS INCREASING.**		
		OOS. EMPHASIZE COLLEGIALITY ON CAMPUS.	1 2 3 4 5	1 2 3 4 5
		OOS2. CLARIFY ROLE OF ACADEMIC SENATE IN CURRICULUM DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5

DEVELOPING THE SYSTEM

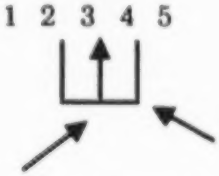
Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
		OOS3. INCREASE EMPHASIS ON FACULTY ROLE VIA ACADEMIC SENATES.	1 2 3 4 5	1 2 3 4 5
		OOS4. STUDY HEERA-EERA QUESTIONS.	1 2 3 4 5	1 2 3 4 5
		OOS5. DELINEATE ROLE OF SENATES AND BARGAINING AGENTS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	**PPI. THE SYSTEM'S MANAGEMENT INFORMATION NEEDS IMPROVING.**		
		PPS. CONTINUE DEVELOPMENT OF MANAGEMENT INFORMATION SYSTEM (MIS).	1 2 3 4 5	1 2 3 4 5
		PPS2. DO NOT ALLOW DEVELOPMENT OF MANAGEMENT INFORMATION SYSTEM (MIS) TO PREMATURELY CANCEL OUT OTHER DATA GATHERING.	1 2 3 4 5	1 2 3 4 5
		PPS3. SECURE STAFF RESOURCES TO IDENTIFY AND COORDINATE INFORMATION NEEDS.	1 2 3 4 5	1 2 3 4 5
		PPS4. DEVELOP MIS TO ACKNOWLEDGE INFORMATION NEEDS OF ALL CHANCELLOR'S OFFICE UNITS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	**QQI. BOARD OF GOVERNORS ROLE NEEDS TO BE STRENGTHENED.**		
		QQS. STRENGTHEN BOARD THROUGH BOARDMANSHIP ACTIVITIES.	1 2 3 4 5	1 2 3 4 5
		QQS2. STRENGTHEN ARTICULATION WITHIN BOARD AND BETWEEN BOARD AND COUNCILS (IN CONSULTATION STRUCTURE).	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	**RRI. SYSTEMWIDE RESEARCH AND POLICY ANALYSIS NEEDS TO BE IMPROVED.**		
		RRS. DEVELOP STATEWIDE RESEARCH AGENDA INVOLVING RESEARCH RESOURCES IN THE FIELD AND OTHER SEGMENTS, AS WELL AS IN THE CHANCELLOR'S OFFICE.	1 2 3 4 5	1 2 3 4 5
		RRS2. OBTAIN ADEQUATE RESOURCES FOR PLANNING AND RESEARCH.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	**SSI. THE DELINEATION OF FUNCTIONS BETWEEN BOARD/CHANCELLOR'S OFFICE AND DISTRICTS NEEDS TO BE CLARIFIED.**		
		SSS. OBTAIN RESOURCES FOR CARRYING OUT DELINEATION OF FUNCTIONS.	1 2 3 4 5	1 2 3 4 5

Exhibit 2

Delphi Process for Input to Board's 1988-89 Basic Agenda

Questionnaire for Round II

In **Round I** you were asked to rank each of the issues and solutions presented and to suggest additions or changes. This has been done and the results of rankings by those responding to Round I are noted on this questionnaire as follows:



One standard deviation above and below the mean (average value) of the Round I response.

Mean (average value) of the Round I response.

The mean and standard deviation for each response are provided to give you an indication of the entire group's response to Round I. Additional information about the response of specific groups and rankings is contained in an Appendix to this questionnaire.

This questionnaire for **Round II** contains new issues, solutions, and modifications that were suggested by those of you who responded to Round I and those who participated in the two public forums on the Basic Agenda. (The new statements, of course, do not containe values for the mean or standard deviation.)

Using the following ranking scales, please rank all of the issues and solutions listed on this questionnaire.

Accuracy of Issue	Relevance of Issue	Practicality of Solution	Consequence of Solution
1 Strongly Disagree	1 Unimportant	1 Definitely Infeasible	1 Highly Undesirable
2 Disagree	2 Slightly Important	2 Probably Infeasible	2 Undesirable
3 Not Sure	3 Moderately Important	3 Not Sure	3 Neutral
4 Agree	4 Important	4 Probably Feasible	4 Desirable
5 Strongly Agree	5 Very Important	5 Definitely Feasible	5 Highly Desirable

In those cases where your response falls outside of the range displayed for one standard deviation above or below the mean response from Round I, please indicate the reason for your choice in a brief statement on the back of this questionnaire.

Please return this questionnaire by March 25, 1988 to:

Chancellor's Office
Research and Analysis Unit
1107 Ninth Street, Suite 500
Sacramento, CA 95814
(916) 322-4656

EDUCATIONAL EXCELLENCE

Response to Issues		Issues and Solutions	Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)		Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	A1. THERE IS SUBSTANTIAL UNMET NEED FOR ENGLISH AS A SECOND LANGUAGE (ESL).		
		AS. PURSUE INTERSEGMENTALLY ESL ISSUES OF ASSESSMENT, UNMET NEEDS, CURRICULA, ETC.	1 2 3 4 5	1 2 3 4 5
		AS2. ADDRESS THROUGH BOARD POLICIES ON ESL CURRICULUM AND ASSESSMENT.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	B1. IN THE FUTURE, MORE COMMUNITY COLLEGE STUDENTS WILL BE IN NEED OF ESL.		
		BS. WORK TOWARD BOARD POLICIES ON ESL/BASIC SKILLS.	1 2 3 4 5	1 2 3 4 5
		BS2. IMPLEMENT TEACHER TRAINING IN BASIC SKILLS AND ESL.	1 2 3 4 5	1 2 3 4 5
		BS3. DEVELOP ARTICULATION AGREEMENTS TO IMPROVE ESL TEACHER TRAINING PROGRAMS FOR COMMUNITY COLLEGE FACULTY.	1 2 3 4 5	1 2 3 4 5
		BS4. ESTABLISH UNIFORM TAXONOMY FOR ESL COURSES.	1 2 3 4 5	1 2 3 4 5
		BS5. INCREASE SUPPORT SERVICES FOR ESL	1 2 3 4 5	1 2 3 4 5
		BS6. ESTABLISH ESL CREDENTIAL.	1 2 3 4 5	1 2 3 4 5
		BS7. REVIEW POLICIES AND PRACTICES FOR GIVING CREDIT FOR ESL CLASSWORK.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	C1. STUDENTS CONTINUE TO HAVE DIFFICULTY TRANSFERRING INTERSEGMENTALLY		
		CS. IMPLEMENT NEXT PHASES OF FOUR-YEAR AND HIGH SCHOOL ARTICULATION.	1 2 3 4 5	1 2 3 4 5
		CS2. IMPLEMENT POLICY TO GUARANTEE TRANSFER.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	D1. STUDENTS CONTINUE TO HAVE DIFFICULTY TRANSFERRING BETWEEN COMMUNITY COLLEGES.		
		DS. EXTEND ARTICULATION CONCERNS TO "INTERNAL" ARTICULATION OF COMMUNITY COLLEGE CURRICULA. IMPROVE INFORMATION AVAIALBLE TO COUNSELORS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	E1. PROGRAM COMPLETERS SOMETIMES LACK SKILLS REQUIRED ON JOB.		
		ES. EXPAND ARTICULATION CONCEPT TO INCLUDE BUSINESS AND INDUSTRY.	1 2 3 4 5	1 2 3 4 5

EDUCATIONAL EXCELLENCE

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
		ES2. FOLLOWUP ON STUDENTS.	1 2 3 4 5	1 2 3 4 5
		ES3. DO NOT DESIGN CURRICULUM BY JOB REQUIREMENTS.	1 2 3 4 5	1 2 3 4 5
		ES4. FOCUS ON IMPROVING STUDENTS' VERBAL SKILLS FOR JOB INTERVIEWS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	FI. **MORE STUDENTS WILL BE RETURNING TO COMMUNITY COLLEGES FOR RETRAINING.**		
		FS. EXAMINE VOCATIONAL STUDENT SKILLS DEVELOPMENT AND RELATE TO ECONOMIC DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5
		FS2. RENEW FOCUS ON VOCATIONAL EDUCATION CURRICULA THROUGH BOARD OF GOVERNORS' POLICIES.	1 2 3 4 5	1 2 3 4 5
		FS3. ANALYZE SPECIFIC RETRAINING NEED, WHETHER VOCATIONAL OR ACADEMIC.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 1 2 3 4 5	GI. **COMMUNITY SERVICES PROGRAMS HAVE (A) DECLINED SINCE 1978, AND (B) EXCLUDE THE POOR.**		
		GS. EXAMINE THE DECLINE IN COMMUNITY SERVICES PROGRAMS.	1 2 3 4 5	1 2 3 4 5
		GS2. RESTATE BOARD VIEW OF COMMUNITY SERVICES.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	HI. **EMERGING DEMOGRAPHIC AND CULTURAL TRENDS SUGGEST THE NEED FOR A STRONG GENERAL AND BALANCED CURRICULUM.**		
		HS. EXAMINE BASIC SKILLS CURRICULA TO CONFORM TO "FULL RANGE" POLICY OF BOARD OF GOVERNORS.	1 2 3 4 5	1 2 3 4 5
		HS1. INTEGRATE "CORE" CONCEPTS INTO CHANCELLOR'S OFFICE COURSE AND PROGRAM APPROVAL PROCESS.	1 2 3 4 5	1 2 3 4 5
		HS2. REASSERT BOARD "CALL FOR EXCELLENCE" IN ALL AREAS OF CURRICULUM, NOT JUST TRANSFER.	1 2 3 4 5	1 2 3 4 5
		HS3. SUPPORT CLOSER COORDINATION OF INSTRUCTION AND EDUCATIONAL SUPPORT SERVICES.	1 2 3 4 5	1 2 3 4 5
		HS4. TIE ASSESSMENT RESULTS TO CURRICULUM, ESPECIALLY IN THE BASIC SKILLS AREA.	1 2 3 4 5	1 2 3 4 5
		HS5. MONITOR CPECs ADULT EDUCATION STUDY FOR ITS PROGRAM AND FUNDING IMPLICATIONS.	1 2 3 4 5	1 2 3 4 5
		HS6. REQUIRE ETHNIC STUDIES COURSES.	1 2 3 4 5	1 2 3 4 5

EDUCATIONAL EXCELLENCE

Response to Issues			Response to Solutions	
Accuracy (Circle One)	**Relevance** (Circle One)	**Issues and Solutions**	**Practicality** (Circle One)	**Consequence** (Circle One)
1 2 3 4 5	1 2 3 4 5	II. **THE ASSOCIATE DEGREE IS NOT AN ADEQUATE MEASURE OF ACADEMIC SUCCESS.**		
		IS. EXAMINE EXTENT TO WHICH GRADING PRACTICES HAVE ADVERSELY AFFECTED COURSE STANDARDS AND PERCEPTION OF THE ASSOCIATE DEGREE.	1 2 3 4 5	1 2 3 4 5
		IS2. STUDY EXTENT OF SUCCESSFUL JOB PLACEMENT FOR THOSE WITH AND WITHOUT DEGREE.	1 2 3 4 5	1 2 3 4 5
		IS3. STUDY EXTENT THAT CORE REQUIREMENTS, STANDARDS HAVE IMPACTED PERCEPTION OF DEGREE.	1 2 3 4 5	1 2 3 4 5
		IS4. REVIEW DEGREE REQUIREMENTS.	1 2 3 4 5	1 2 3 4 5
		IS5. PROPOSE NEW REQUIREMENTS FOR A.A. AND A.S. DEGREES.	1 2 3 4 5	1 2 3 4 5
		IS6. EXAMINE NEED FOR A.A.S. DEGREE OR DEFINED CERTIFICATES.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	IA. **THE SHIFT TO A HIGH-TECH SOCIETY WILL REQUIRE MORE EMPHASIS ON SCIENCE AND GREATER GENERAL LITERACY.**		
		SA. EMPHASIZE CURRICULUM CHANGES IN SCIENCE AND GENERAL LITERACY.	1 2 3 4 5	1 2 3 4 5
		SA2. INFORM FACULTY AND PLACEMENT STAFF OF CHANGING TECHNOLOGIES.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	IB. **THERE IS LITTLE CHANGE IN THE USE OF IMPROVED TECHNOLOGY (CAI, CABLE TELEVISION, ETC.) FOR TEACHING.**		
		SB. EASE CURRENT RESTREICTIONS ON THE USE OF MEDIATED INSTRUCTION.	1 2 3 4 5	1 2 3 4 5
		SB2. CREATE INCENTIVES FOR USE OF MEDIA IN TEACHING.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	IC. **CALIFORNIA'S ECONOMY IS BECOMING MORE GLOBALLY INTERDEPENDENT.**		
		SC. CURRICULUM SHOULD PUT GREATER EMPHASIS ON HISTORY, CULTURE, AND PSYCHOLOGY.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	ID. **MOST NEW JOBS WILL BE IN COMMUNICATIONS AND SERVICE INDUSTRIES.**		
		SD. FOCUS CURRICULUM DEVELOPMENT ON BROAD SKILLS USED IN COMMUNICATIONS AND SERVICE INDUSTRIES.	1 2 3 4 5	1 2 3 4 5

STUDENT ACCESS AND SUCCESS

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	J1. PARTICIPATION IN COMMUNITY COLLEGES HAS DECLINED SINCE 1981.		
		JS. CONDUCT CASE STUDY EXAMINATION OF DECLINE IN ENROLLMENT OF UNDERREPRESENTED STUDENTS.	1 2 3 4 5	1 2 3 4 5
		JS2. SET GOALS TO REDUCE UNDERREPRESENTATION.	1 2 3 4 5	1 2 3 4 5
		JS3. DEVELOP OVERALL 5-10 YEAR PLAN TO REDUCE UNDERREPRESENTATION.	1 2 3 4 5	1 2 3 4 5
		JS4. EXAMINE EOPS/DSPS/GENDER EQUITY THROUGH INSTITUTIONAL PLAN.	1 2 3 4 5	1 2 3 4 5
		JS5. IDENTIFY AND DISSEMINATE STRATEGIES FOR IMPROVING ENROLLMENT AND RETENTION OF UNDERREPRESENTED STUDENTS.	1 2 3 4 5	1 2 3 4 5
		JS6. LINK STUDENT SERVICES TO IMPROVING STUDENT AFFIRMATIVE ACTION (EQUITY).	1 2 3 4 5	1 2 3 4 5
		JS7. DEVELOP BETTER MEASURES OF POPULATION TO DETERMINE PARTICIPATION LEVEL.	1 2 3 4 5	1 2 3 4 5
		JS8. REVIEW ENROLLMENT DECLINE FOR ALL GROUPS THAT HAVE DECLINED.	1 2 3 4 5	1 2 3 4 5
		JS9. EXPAND ARTICULATION EFFORTS TO ELEMENTARY AND JUNIOR HIGH SCHOOLS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	K1. MORE SINGLE PARENTS WILL BE ENROLLING IN COLLEGE.		
		KS. RECOGNIZE CHILD CARE AS A MAJOR BARRIER TO ACCESS AND DEVELOP STRATEGIES.	1 2 3 4 5	1 2 3 4 5
		KS2. EXAMINE PROJECTIONS ON FUTURE STUDENTS.	1 2 3 4 5	1 2 3 4 5
		KS3. SET GOALS TO REDUCE BARRIERS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	L1. STUDENTS WILL MORE OFTEN BE (A) THE FIRST IN THEIR FAMILY TO ATTEND POSTSECONDARY EDUCATION AND (B) INADEQUATELY PREPARED.		
		LS. EXPAND MATRICULATION (IN MODIFIED FORM) TO NONCREDIT.	1 2 3 4 5	1 2 3 4 5

STUDENT ACCESS AND SUCCESS

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
		LS1. IMPROVE ARTICULATION OF CREDIT AND NONCREDIT INSTRUCTION.	1 2 3 4 5	1 2 3 4 5
		LS2. ENHANCE SUPPORT SERVICES.	1 2 3 4 5	1 2 3 4 5
		LS3. MAINTAIN OUR TECHNOLOGICAL EDGE TO RESPOND TO COMMUNITY NEEDS.	1 2 3 4 5	1 2 3 4 5
		LS4. DEVELOP SYSTEMWIDE AND INSTITUTIONAL PLANS TO IMPROVE ENROLLMENT AND RETURN OF UNDERPREPARED GROUPS.	1 2 3 4 5	1 2 3 4 5
		LS5. AVOID THE "ACADEMIC FLOOR" FOR LEVEL OF COLLEGE COURSEWORK.	1 2 3 4 5	1 2 3 4 5
		LS6. DO NOT LIMIT CREDIT FOR REMEDIAL COURSES.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	MI. **STUDENTS WILL MORE OFTEN BE FROM LOW INCOME BACKGROUNDS.**		
		MS. EXPAND BOARD FINANCIAL AID PROGRAM AND IMPROVE INFOR MATION PROVIDED TO STUDENTS.	1 2 3 4 5	1 2 3 4 5
		MS2. SIMPLIFY ADMISSIONS AND FINANCIAL AID APPLICATION PROCEDURES.	1 2 3 4 5	1 2 3 4 5
		MS3. KEEP STUDENT FEES RELATIVELY LOW.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	NI. **INAPPROPRIATE REFERRALS REDUCE STUDENT RETENTION.**		
		NS. EXPAND MATRICULATION TO IMPROVE CURRICULA.	1 2 3 4 5	1 2 3 4 5
		NS2. IMPROVE COUNSELOR EDUCATION PROGRAMS.	1 2 3 4 5	1 2 3 4 5
		NS3. EXAMINE ROLE, FUNCTION AND STATUS OF COUNSELING/ADVISING (E.G., FACULTY AND PARA-PROFESSIONALS).	1 2 3 4 5	1 2 3 4 5
		NS4. ENSURE BASELINE DATA FOR MATRICULATION AND OUTCOMES.	1 2 3 4 5	1 2 3 4 5
		NS5. REEXAMINE CURRICULUM IN CAREER CHOICE/SELECTION.	1 2 3 4 5	1 2 3 4 5
		NS6. MAKE GREATER USE OF MEDIA TECH-NOLOGY IN COUNSELING STUDENTS.	1 2 3 4 5	1 2 3 4 5
		NS7. DEVELOP STATEWIDE SYSTEM FOR FACULTY ACADEMIC ADVISEMENT.	1 2 3 4 5	1 2 3 4 5

STUDENT ACCESS AND SUCCESS

Response to Issues			Response to Solutions	
Accuracy (Circle One)	**Relevance** (Circle One)	**Issues and Solutions**	**Practicality** (Circle One)	**Consequence** (Circle One)
1 2 3 4 5	1 2 3 4 5	**IE. MANY STUDENTS DO NOT ACHIEVE THEIR GOALS.**		
		SE. IMPROVE ASSESSMENT AND ITS USE IN COUNSELING AND ADVISEMENT.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	**IF. STUDENTS TYPICALLY GIVE LOW RATINGS TO CAREER COUNSELING AND PLACEMENT SERVICES.**		
		SF. UTILIZE BUSINESS MORE TO IMPROVE CAREER COUNSELING AND PLACEMENT.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	**IG. THERE WILL BE MORE HIGH SCHOOL DROP-OUTS AND HIGH RISK YOUTHS ENROLLING IN COMMUNITY COLLEGES.**		
		SG. EXPAND MATRICULATION TO ALL STUDENTS.	1 2 3 4 5	1 2 3 4 5
		SG2. WORK MORE CLOSELY WITH INTER-MEDIATE AND HIGH SCHOOLS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	**IH. THERE IS AN UNMET NEED FOR TRAINING OF THE NATIVE-BORN WITH LITERACY PROBLEMS.**		
		SH. STUDY PROBLEM.	1 2 3 4 5	1 2 3 4 5
		SH2. IDENTIFY EXISTING PROGRAMS AND DEVELOP POLICY SOLUTIONS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	**OI. STUDENT ASSESSMENT PRACTICES ARE UNEVEN ACROSS COLLEGES.**		
		OS. EXAMINE ASSESSMENT PRACTICES FOR VALIDITY, CIVIL RIGHTS, AND OTHER ISSUES.	1 2 3 4 5	1 2 3 4 5
		OS2. ENCOURAGE LOCAL OUTCOMES RESEARCH.	1 2 3 4 5	1 2 3 4 5
		OS3. MAKE TESTING AND ADVISEMENT ACTIVITIES ACCURATE AND UNBIASED.	1 2 3 4 5	1 2 3 4 5
		OS4. USE MORE THAN JUST TESTS TO ADVISE AND PLACE STUDENTS.	1 2 3 4 5	1 2 3 4 5
		OS5. EVALUATE AND TRACK STUDENTS ONCE THEY ARE ASSESSED.	1 2 3 4 5	1 2 3 4 5
		OS6. COMMUNICATE ASSESSMENT RESULTS TO STUDENTS.	1 2 3 4 5	1 2 3 4 5

STUDENT ACCESS AND SUCCESS

Response to Issues			Response to Solutions	
Accuracy (Circle One)	**Relevance** (Circle One)	**Issues and Solutions**	**Practicality** (Circle One)	**Consequence** (Circle One)
1 2 3 4 5	1 2 3 4 5	PI. **MORE STUDENTS ARE ENROLLING DIRECTLY FROM HIGH SCHOOL INTO THE UNIVERSITY OF CALIFORNIA.**		
		PS. DEVELOP STRATEGY TO DEAL WITH THE 40/60 ISSUE.	1 2 3 4 5	1 2 3 4 5
		PS2. IMPROVE IMAGE OF COMMUNITY COLLEGE LOWER DIVISION TRAINING.	1 2 3 4 5	1 2 3 4 5
		PS3. IMPROVE ACCOUNTABILITY TO PUBLIC FOR TRANSFER FUNCTION.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	QI. **MANY YOUNGER STUDENTS WORK HALF- OR FULL-TIME WHILE ATTENDING HALF-TIME, THEREBY SLOWING THEIR ACADEMIC PROGRESS.**		
		QS. "BUY-OUT" STUDENTS WHO WORK IN LOW-PAID JOBS.	1 2 3 4 5	1 2 3 4 5
		QS2. IDENTIFY THE VALUE OF FULL-TIME ENROLLMENT.	1 2 3 4 5	1 2 3 4 5
		QS3. ENCOURAGE STUDENTS TO CONTINUE WORKING AND ENROLLING.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	RI. **STUDENTS TYPICALLY DO NOT IDENTIFY WITH THEIR COLLEGE.**		
		RS. ENHANCE STUDENTS' LONGER-TERM LINKAGE WITH THE COLLEGE (WITH ALUMNI/JOB OPPORTUNITY INFORMATION).	1 2 3 4 5	1 2 3 4 5
		RS2. PROVIDE MORE ON-CAMPUS OPPORTUNITIES TO STUDENTS TO DEVELOP PRIDE IN THEIR COMMUNITY COLLEGE EXPERIENCE.	1 2 3 4 5	1 2 3 4 5

HUMAN RESOURCES

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	SI. THERE IS A SHORT-TERM NEED FOR DEVELOPMENT OF STAFF.		
		SS. EXAMINE CURRENT STUDIES TO IMPROVE FACULTY DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5
		SS2. IDENTIFY DEVELOPMENT NEEDS OF CLASSIFIED STAFF.	1 2 3 4 5	1 2 3 4 5
		SS3. IMPROVE INTEGRATION OF INSTRUCTION AND STUDENT SERVICES.	1 2 3 4 5	1 2 3 4 5
		SS4. EXPAND FACULTY INVOLVEMENT IN RESEARCH AND PEDADOGICAL EXPERIMENTS, PROVIDING INCENTIVES VIA FUND FOR IMPROVEMENT.	1 2 3 4 5	1 2 3 4 5
		SS5. FUND STUDY ON BENEFITS OF INTER-COLLEGE STAFF EXCHANGES.	1 2 3 4 5	1 2 3 4 5
		SS6. DEVELOP INCENTIVE PROGRAM TO VITALIZE FACULTY AND STAFF AND IMPROVE, WHERE NEEDED, COMPETENCIES.	1 2 3 4 5	1 2 3 4 5
		SS7. ESTABLISH INTERSEGMENTAL APPROACH TO FACULTY DEVELOPMENT AND EXCHANGE OPPORTUNITIES.	1 2 3 4 5	1 2 3 4 5
		SS8. CONDUCT STAFF DEVELOPMENT FOR MIDDLE MANAGEMENT AS WELL AS FOR FACULTY AND ADMINISTRATORS.	1 2 3 4 5	1 2 3 4 5
		SS9. USE EXISTING INSTRUCTIONAL STAFF DEVELOPMENT RESOURCES FOR OTHER FUNCTIONS (E.G., COMMUNITY SERVICES).	1 2 3 4 5	1 2 3 4 5
		SS10. ADOPT BOARD POLICY FOR STAFF DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5
		SS11. STRENGTHEN LEADERSHIP OF ADMINISTRATORS THROUGH IN-SERVICE TRAINING.	1 2 3 4 5	1 2 3 4 5
		SS12. RELY MORE ON ACCREDITATION TO EVALUATE STAFF DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5
		SS13. INCREASE FUNDING FOR STAFF DEVELOPMENT PROGRAMS CONDUCTED WITHIN STATE GUIDELINES.	1 2 3 4 5	1 2 3 4 5

HUMAN RESOURCES

Response to Issues			Response to Solutions	
Accuracy (Circle One)	**Relevance** (Circle One)	**Issues and Solutions**	**Practicality** (Circle One)	**Consequence** (Circle One)
1 2 3 4 5	1 2 3 4 5	TI. **THERE IS A LONG-TERM NEED TO REPLACE LARGE NUMBERS OF FACULTY WHO WILL BE RETIRING OVER THE NEXT DECADE.**		
		TS. MAKE ANNUAL PROJECTIONS OF FACULTY REPLACEMENT.	1 2 3 4 5	1 2 3 4 5
		TS2. LINK HIRING TO AN ELECTRONIC REGISTRY OF APPLICANTS.	1 2 3 4 5	1 2 3 4 5
		TS3. ENCOURAGE COLLEGE STUDENTS TO BE COLLEGE TEACHERS.	1 2 3 4 5	1 2 3 4 5
		TS4. COMMUNICATE REPLACEMENT NEEDS TO TEACHER TRAINING INSTITUTIONS.	1 2 3 4 5	1 2 3 4 5
		TS5. ASSESS FACULTY REPLACEMENT FOR AFFIRMATIVE ACTION IMPLICATIONS.	1 2 3 4 5	1 2 3 4 5
		TS6. HELP COLLEGES MAINTAIN A CORE OF FULL-TIME FACULTY BY ENFORCING A BOARD POLICY ON FULL-TIME:PART-TIME FACULTY RATIO.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	UI. **COMPENSATION OF FACULTY IS NOT COMPETITIVE IN CERTAIN FIELDS LIKE COMPUTER SCIENCE, ENGINEERING, AND BUSINESS.**		
		US. PAY SALARY DIFFERENTIALS ACROSS FIELDS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	VI. **THERE IS AN ETHNIC AND GENDER IMBALANCE BETWEEN ADMINISTRATORS/ FACULTY AND STUDENTS.**		
		VS. REITERATE EXISTING COMMITMENTS TO AFFIRMATIVE ACTION.	1 2 3 4 5	1 2 3 4 5
		VS2. MAKE AFFIRMATIVE ACTION STANDARDS EQUIVALENT ACROSS DIVISIONS (SO ONE AREA DOESN'T DO IT ALL).	1 2 3 4 5	1 2 3 4 5
		VS3. STRENGTHEN AFFIRMATIVE ACTION REPORTING.	1 2 3 4 5	1 2 3 4 5
		VS4. ESTABLISH "REPORT CARDS" ON AFFIRMATIVE ACTION EFFORTS ACROSS THE SYSTEM.	1 2 3 4 5	1 2 3 4 5
		VS5. TRAIN TRUSTEES, ADMINISTRATORS AND FACULTY REGARDING AFFIRMATIVE ACTION.	1 2 3 4 5	1 2 3 4 5
		VS6. ESTABLISH REGISTRY AND ELECTRONIC BULLETIN BOARD PILOT PROGRAM.	1 2 3 4 5	1 2 3 4 5

HUMAN RESOURCES

Response to Issues		Issues and Solutions	Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)		Practicality (Circle One)	Consequence (Circle One)
		VS7. STRENGTHEN ACCOUNTABILITY; WITHHOLDING APPORTIONMENTS IF STANDARDS ARE NOT MET.	1 2 3 4 5	1 2 3 4 5
		VS8. EXPAND SUPPLY OF QUALIFIED APPLICANTS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	W1. **THE NUMBER OF PART-TIME FACULTY IS INCREASING -- WITH MORE "FREEWAY FLIERS"; I.E., FACULTY AT MORE THAN ONE COLLEGE.**		
		WS. EXAMINE THE FULL-TIME, PART-TIME ISSUE MORE PRECISELY.	1 2 3 4 5	1 2 3 4 5
		WS1. ACKNOWLEDGE POSITIVE USES/CONTRIBUTIONS OF PART-TIMERS.	1 2 3 4 5	1 2 3 4 5
		WS2. BOARD POLICY SHOULD INCLUDE INCREASED FUNDING FOR AN INCREASED CORE OF FULL-TIME FACULTY.	1 2 3 4 5	1 2 3 4 5
		WS3. DEFINE FULL-TIMENESS ON BASIS OF WORK AT ALL COLLEGES WHERE TEACHING CURRENTLY.	1 2 3 4 5	1 2 3 4 5
		WS4. USE MORE PART-TIME FACULTY FOR RAPIDLY CHANGING TECHNOLOGIES.	1 2 3 4 5	1 2 3 4 5
		WS5. ACKNOWLEDGE POSITIVE USES/CONTRIBUTIONS OF PART-TIME FACULTY.	1 2 3 4 5	1 2 3 4 5
		WS6. ENCOURAGE GREATER USE OF PART-TIME FACULTY WHO HAVE EXEMPLARY SKILLS AND EXPERTISE IN SPECIFIC AREAS.	1 2 3 4 5	1 2 3 4 5
		WS7. DEVELOP REGULATIONS ON FULL-TIME:PART-TIME STAFFING IN EACH AREA OF SPECIALIZATION.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	II. **MORE FACULTY HOLD SECOND AND (SOMETIMES) THIRD JOBS.**		
		SI. RESEARCH ISSUE.	1 2 3 4 5	1 2 3 4 5
		SI2. DEVELOP BOARD POLICY ON OVERLOAD TEACHNIG.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	IJ. **THERE IS A NEED TO REASSESS THE COMMITMENT OF FULL-TIME STAFF TO THE COMMUNITY COLLEGE MISSION.**		
		SJ. STUDY THE TOPIC OF FACULTY COMMITMENT.	1 2 3 4 5	1 2 3 4 5

HUMAN RESOURCES

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	IK. **FACULTY EVALUATION IS INADEQUATE.**		
		SK. EXTEND PROBATION FOR TENURE FROM TWO TO THREE YEARS.	1 2 3 4 5	1 2 3 4 5
		SK. INCORPORATLE STUDENT EVALUATIONS INTO EVALUATIONS OF FACULTY.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	XI. **INCENTIVES FOR GOOD TEACHING ARE INADEQUATE.**		
		XS. IMPROVE INCENTIVES FOR GOOD TEACHING.	1 2 3 4 5	1 2 3 4 5
		XS2. ELEVATE FOCUS ON COMMUNITY COLLEGE TEACHING; IMPROVE PRE-SERVICE TRAINING.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	YI. **HIRING PROCEDURES NEED IMPROVEMENT.**		
		YS. INCREASE FACULTY SENATE INVOLVEMENT IN DEFINING QUALIFICATIONS FOR FACULTY.	1 2 3 4 5	1 2 3 4 5
		YS2. DEFINE STAFF QUALIFICATIONS BY BOARD POLICY.	1 2 3 4 5	1 2 3 4 5
		YS3. PROVIDE BOARD OF GOVERNORS LEADERSHIP ON PROFESSIONAL STANDARDS.	1 2 3 4 5	1 2 3 4 5
		YS4. IMPROVE PRE-SERVICE TRAINING, CONTINUING AND PROFESSIONAL DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5
		YS5. FACILITATE RECRUITMENT SOURCES AND POOLS.	1 2 3 4 5	1 2 3 4 5
		YS6. DEVELOP MODEL JOB DESCRIPTIONS FOR FULL-TIME FACULTY.	1 2 3 4 5	1 2 3 4 5
		YS7. UPGRADE CHANCELLOR'S OFFICE HIRING PRACTICES.	1 2 3 4 5	1 2 3 4 5
		YS8 IMPROVE THE SELECTION METHODS FOR HIRING NEW FACULTY.	1 2 3 4 5	1 2 3 4 5
		YS9. ELIMINATE CREDENTIALS.	1 2 3 4 5	1 2 3 4 5

FINANCE

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	AA1. COMMUNITY COLLEGE FUNDING HAS BEEN INADEQUATE SINCE 1981.		
		AAS. EMPHASIZE FURTHER REVIEW AND DEVELOPMENT OF FINANCE STANDARDS (FOR HOW PROGRAMS OUGHT TO BE FUNDED).	1 2 3 4 5	1 2 3 4 5
		AAS2. EVALUATE WHAT IS "REALLY NEEDED" IN THE COLLEGE SYSTEM.	1 2 3 4 5	1 2 3 4 5
		AAS3. TIE PROGRAM-BASED FUNDING TO PROGRAM IMPROVEMENT.	1 2 3 4 5	1 2 3 4 5
		AAS4. DEVELOP METHOD FOR BOARD OF GOVERNORS TO DETERMINE "ADEQUATE" FUNDING.	1 2 3 4 5	1 2 3 4 5
		AAS5. SUPPORT COLAS.	1 2 3 4 5	1 2 3 4 5
		AAS6. RECOGNIZE THAT FINANCE RELATES TO ALL OTHER ASPECTS OF THE EDUCATIONAL AND AGENCY PROGRAM.	1 2 3 4 5	1 2 3 4 5
		AAS7. ASSURE THAT STANDARDS OF FINANCE ARE RELATED TO "REAL" PROGRAM IMPROVEMENT MEASURES.	1 2 3 4 5	1 2 3 4 5
		AAS8. RETURN TO FOUNDATION (MINIMUM ADEQUATE) PROGRAM FUNDING FORMULA.	1 2 3 4 5	1 2 3 4 5
		AAS9. RESTORE MAJORITY-VOTE LOCAL OPTION TAX OVERRIDE TO SUPPLEMENT OPERATIONS.	1 2 3 4 5	1 2 3 4 5
		AAS10. ACCOMPANY ALL STATE MANDATES BY FUNDING.	1 2 3 4 5	1 2 3 4 5
		AAS11. FUND THE MATRICULATION PROGRAM FULLY.	1 2 3 4 5	1 2 3 4 5
		AAS12. DEVELOP MORE EFFICIENT EDUCATIONAL METHODS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	BB1. FUNDING CONTINUES TO BE OTHER THAN COST-BASED AND TO CREATE INAPPROPRIATE INCENTIVES.		
		BBS MOVE FROM SB 851-TYPE (THREE RATES FOR ALL ADA) TO PROGRAM-BASED FUNDING.	1 2 3 4 5	1 2 3 4 5
		BBS2. RECOGNIZE CHANCELLOR'S OFFICE STAFFING REQUIRED TO PROCESS PROGRAM-BASED FUNDING INFORMATION.	1 2 3 4 5	1 2 3 4 5

FINANCE

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
		BBS3. DETERMINE THE NEED TO REFINE PROGRAM-BASED FUNDING WITH MORE ELEMENTS THAT APPROACH ACTUAL COSTS.	1 2 3 4 5	1 2 3 4 5
		BBS4. ESTABLISH BOARD OF GOVERNORS DISCRETIONARY FUND.	1 2 3 4 5	1 2 3 4 5
		BBS5. PROVIDE DIFFERENTIAL FUNDING FOR DIFFERENT INSTRUCITONAL PROGRAMS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	CCI. **COLLEGE FACILITIES CONTINUE TO AGE FASTER THAN MAINTENANCE AND REPAIR ARE ACCOMPLISHED.**		
		CCS. DEVELOP LONG-RANGE PLAN FOR FACILITIES RENEWAL.	1 2 3 4 5	1 2 3 4 5
		CCS2. COMPREHENSIVELY ASSESS CAPITAL OUTLAY AND MAINTENANCE NEEDS, ACKNOWLEDGING COMPETITION FOR FUNDING WITH OTHER AGENCIES.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	DDI. **EQUIPMENT IS BECOMING INCREASINGLY OBSOLETE.**		
		DDS. EXAMINE CURRENT STANDARDS OF EQUIPMENT REPAIR AND REPLACEMENT.	1 2 3 4 5	1 2 3 4 5
		DDS2. DEVELOP SYSTEMATIC METHOD TO UPDATE CAPITAL AND EQUIPMENT NEEDS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	EEI. **THERE CONTINUES TO BE AN UNMET NEED FOR EOPS AND DSPS.**		
		EES. IDENTIFY UNMET NEED IN EOPS AND DSPS.	1 2 3 4 5	1 2 3 4 5
		EES2. DETERMINE (USING COMPREHENSIVE PLANNING MATRIX) THE EXTENT TO WHICH CATEGORICALS ARE "ABOVE AND BEYOND" AND "EXCESS COST."	1 2 3 4 5	1 2 3 4 5
		EES3. ATTEND TO SPECIAL FUNDING NEEDS OF NONTRADITIONAL PROGRAMS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	FFI. **THERE WILL NEED TO BE NEW COLLEGES AND CENTERS WHILE SOME EXISTING COLLEGES ARE YET TO DE COMPLETED.**		
		FFS. DEVELOP METHOD FOR BOARD OF GOVERNORS TO ESTABLISH CAPITAL OUTLAY PRIORITIES.	1 2 3 4 5	1 2 3 4 5

FINANCE

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	GGI. **FUNDING IS LESS PREDICTABLE THAN IN THE 1970s.**		
		GGS. RELATE APPORTIONMENT SCHEDULE TO ACTUAL BUDGET SCHEDULE OF DISTRICTS.	1 2 3 4 5	1 2 3 4 5
		GGS2. DEVELOP LONG-RANGE FINANCE PLAN TO PERMIT LONG-RANGE PLANNING.	1 2 3 4 5	1 2 3 4 5
		GGS3. DEVELOP PLANNING AND FUNDING TECHNIQUE THAT MINIMIZES UNCERTAINTY IN DISTRICT BUDGETING.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	II.. **CAPITAL OUTLAY NEEDS HAVE NOT BEEN ADEQUATELY FUNDED IN RECENT YEARS.**		
		SI.. PURSUE GREATER CAPITAL FUNDING.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	IM. **MANY FACILITIES ARE DYSFUNCTIONAL OR OUT-OF-DATE.**		
		SM. REVIEW UTILIZATION STANDARDS FOR CURRENT RELEVANCE.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	IN. **FUNDING INEQUITIES AMONG DISTRICT (FROM THE 1970S) STILL EXIST.**		
		SN. IDENTIFY "EQUALIZATION" TECHNIQUES THAT ACKNOWLEDGE 1970s TAX EFFORT AND WEALTH DIFFERENCES AMONG DISTRICTS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	IO. **LOCAL FUNDING AND BUDGETING IS LESS FLEXIBLE (THAN IN THE 1970S).**		
		SO. RESTORE LOCAL TAX OPTIONS AND BUDGET FLEXIBILITY.	1 2 3 4 5	1 2 3 4 5
		SO2. PROVIDE INCENTIVES FOR DISTRICTS TO RAISE AND USE PRIVATE FUNDS.	1 2 3 4 5	1 2 3 4 5
		SO3. INCREASE BASE FUNDING AND ELIMINATE CATEGORICAL AID.	1 2 3 4 5	1 2 3 4 5

DEVELOPING THE SYSTEM

Response to Issues		Issues and Solutions	Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)		Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	HHI. REFORM WILL BE INITIATED THROUGH AB 1725 AND EDUCATION CODE REVIEW LEGISLATION.		
		HHS. EVALUATE REFORM EFFORTS.	1 2 3 4 5	1 2 3 4 5
		HHS2. DEVELOP METHOD TO EVALUATE REFORM EFFORTS AND TIE TO ACCOUNTABILITY.	1 2 3 4 5	1 2 3 4 5
		HHS3. CREATE SYSTEMWIDE OFFICE ON NEW PERSONNEL STRUCTURES.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	III. CALLS FOR COLLEGE ACCOUNTABILITY ARE INCREASING.		
		IIS. IMPROVE EVALUATION AND DISSEMINATION OF VARIOUS PROGRAM IMPROVEMENT ACTIVITIES.	1 2 3 4 5	1 2 3 4 5
		IIS2. ACCOUNTABILITY SHOULD BE BASED ON OUTCOMES AS WELL AS INPUTS AND ACTIVITIES.	1 2 3 4 5	1 2 3 4 5
		IIS3 DEVELOP STRATEGIES FOR EVALUATING COLLEGE PERFORMANCE USING OUTCOME MEASURES THROUGH PROGRAM REVIEW.	1 2 3 4 5	1 2 3 4 5
		IIS4. EMPHASIZE ACCOUNTABILITY.	1 2 3 4 5	1 2 3 4 5
		IIS5. DEVELOP AND IMPLEMENT FISCAL AND EDUCATIONAL ACCOUNTABILITY THAT IS COMPREHENSIVE.	1 2 3 4 5	1 2 3 4 5
		IIS6. IMPROVE TRAINING OF LOCAL TRUSTEES ON HOW TO HOLD STAFF ACCOUNTABLE.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	JJI. AUTHORITY AND RESPONSIBILITY NEED TO BE DECENTRALIZED (WHERE APPROPRIATE) WITHIN THE SYSTEM.		
		JJS. DEVELOP ACROSS-THE-BOARD MINIMUM PROGRAM STANDARDS, THEN MOVE TOWARD DECATEGORIZATION.	1 2 3 4 5	1 2 3 4 5
		JJS2. ESTABLISH BOARD OF GOVERNORS GUIDELINES FOR FINANCING DISTRICTS (VIA CONSULTATION); I.E., RANGE OF COLAS, ETC.	1 2 3 4 5	1 2 3 4 5
		JJS3. ENHANCE ROLE OF ACADEMIC SENATES.	1 2 3 4 5	1 2 3 4 5
		JJS4. ENHANCE ROLE OF STUDENTS.	1 2 3 4 5	1 2 3 4 5

DEVELOPING THE SYSTEM

Response to Issues			Response to Solutions	
Accuracy (Circle One)	Relevance (Circle One)	Issues and Solutions	Practicality (Circle One)	Consequence (Circle One)
1 2 3 4 5	1 2 3 4 5	KKI. INTERSEGMENTAL COORDINATION NEEDS IMPROVEMENT.		
		KKS. THE BOARD SHOULD MAKE A SIGNIFICANT COMMITMENT TO THE INTERSEGMENTAL COORDINATING COMMISSION.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	LLI. STATE/LOCAL COMMUNICATIONS NEED IMPROVEMENT.		
		LLS. CHANCELLOR'S OFFICE SHOULD IMPROVE PUBLIC RELATIONS AND COMMUNICATIONS FUNCTIONS.	1 2 3 4 5	1 2 3 4 5
		LLS2. IMPROVE CONSULTATION.	1 2 3 4 5	1 2 3 4 5
		LLS3. EXPAND USE OF TELECOMMUNICATIONS.	1 2 3 4 5	1 2 3 4 5
		LLS4. ESTABLISH LINKAGES BETWEEN CHANCELLOR'S OFFICE AND FIELD EFFORTS IN TELECOMMUNICATIONS.	1 2 3 4 5	1 2 3 4 5
		LLS5. IMPROVE COMMUNICATION FROM LOCAL TRUSTEES TO STATE.	1 2 3 4 5	1 2 3 4 5
		LLS6. EVALUATE EXISTING TELECOMMUNICATIONS PROGRAMS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	MMI. PLANNING IS SEGMENTED, INCONSISTENT ACROSS DISTRICTS, AND LACKING EFFECTIVE "TOP-DOWN" AND "BOTTOM-UP" COMPONENTS.		
		MMS. MESH COMPREHENSIVE PLANNING WITH STATEWIDE PLANNING.	1 2 3 4 5	1 2 3 4 5
		MMS2. DEVELOP INTEGRATED MASTER PLANNING.	1 2 3 4 5	1 2 3 4 5
		MMS3. IMPLEMENT COMPREHENSIVE PLANNING PROCEDURE (RECENTLY PILOT-TESTED) FOR ALL 70 DISTRICTSTS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	NNI. THE SYSTEMWIDE (CHANCELLOR'S) OFFICE NEEDS TO BE UPGRADED.		
		NNS. IMPROVE COORDINATION OF THE HUMAN RESOURCES WITHIN THE CHANCELLOR'S OFFICE.	1 2 3 4 5	1 2 3 4 5
		NNS2. OBTAIN A NEW FACILITY FOR THE CHANCELLOR'S OFFICE.	1 2 3 4 5	1 2 3 4 5
		NNS3. PROMOTE STAFF EXCHANGES BETWEEN CHANCELLOR'S OFFICE AND DISTRICTS AND COLLEGES.	1 2 3 4 5	1 2 3 4 5
		NNS4. EXPAND STAFF DEVELOPMENT IN CHANCELLOR'S OFFICE.	1 2 3 4 5	1 2 3 4 5

DEVELOPING THE SYSTEM

Response to Issues			Response to Solutions	
Accuracy (Circle One)	**Relevance** (Circle One)	**Issues and Solutions**	**Practicality** (Circle One)	**Consequence** (Circle One)
		NNS5. DEVELOP OFFICE-WIDE WORK PLAN.	1 2 3 4 5	1 2 3 4 5
		NNS6. STRENGTHEN AUTHORITY OF CHANCELLOR TO ACT AS SPOKES-PERCON OF CALIFORNIA COMMUNITY COLLEGE SYSTEM.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	OOI. **THE ROLE OF FACULTY IS INCREASING.**		
		OOS. EMPHASIZE COLLEGIALITY ON CAMPUS.	1 2 3 4 5	1 2 3 4 5
		OOS2. CLARIFY ROLE OF ACADEMIC SENATE IN CURRICULUM DEVELOPMENT.	1 2 3 4 5	1 2 3 4 5
		OOS3. INCREASE EMPHASIS ON FACULTY ROLE VIA ACADEMIC SENATES.	1 2 3 4 5	1 2 3 4 5
		OOS4. STUDY USE OF HIGHER EDUCATION EMPLOYMENT RELATIONS ACT (HEERA) TO REPLACE EDUCATIONAL EMPLOYMENT RELATIONS ACT (EERA).	1 2 3 4 5	1 2 3 4 5
		OOS5. DELINEATE ROLE OF SENATES AND BARGAINING AGENTS.	1 2 3 4 5	1 2 3 4 5
		OOS6. EXAMINE IMPACT OF COLLECTIVE BARGAINING ON THE COLLEGES' MISSION, ALLOCATIN OF HUMAN RE-SOURCES, AND QUALITY OF TEACHING.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	PPI. **THE SYSTEM'S MANAGEMENT INFORMATION NEEDS IMPROVING.**		
		PPS. CONTINUE DEVELOPMENT OF MANAGEMENT INFORMATION SYSTEM (MIS).	1 2 3 4 5	1 2 3 4 5
		PPS2. DO NOT ALLOW DEVELOPMENT OF MANAGEMENT INFORMATION SYSTEM (MIS) TO CANCEL OUT OTHER DATA GATHERING.	1 2 3 4 5	1 2 3 4 5
		PPS3. SECURE STAFF RESOURCES TO IDENTIFY AND COORDINATE INFORMATION NEEDS.	1 2 3 4 5	1 2 3 4 5
		PPS4. DEVELOP MIS TO ACKNOWLEDGE INFORMATION NEEDS OF ALL CHANCELLOR'S OFFICE UNITS.	1 2 3 4 5	1 2 3 4 5
		PPS5. COORDINATE DEVELOPMENT OF MIS WITH COMPREHENSIVE PLANNING.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	QQI. **BOARD OF GOVERNORS ROLE NEEDS TO BE STRENGTHENED.**		
		QQS. STRENGTHEN BOARD THROUGH BOARDMANSHIP ACTIVITIES.	1 2 3 4 5	1 2 3 4 5

DEVELOPING THE SYSTEM

Response to Issues			Response to Solutions	
Accuracy (Circle One)	**Relevance** (Circle One)	**Issues and Solutions**	**Practicality** (Circle One)	**Consequence** (Circle One)
		QQS2. STRENGTHEN ARTICULATION WITHIN BOARD AND BETWEEN BOARD AND COUNCILS (IN CONSULTATION STRUCTURE).	1 2 3 4 5	1 2 3 4 5
		QQS3. REDUCE EDUCATION CODE AUTHORITIES AND DECENTRALIZE SAME TO BOARD THROUGH GREATER USE OF ADMINISTRATIVE CODE, TITLE 5.	1 2 3 4 5	1 2 3 4 5
		QQS4. ESTABLISH SYSTEM WITH BOARD OF GOVERNORS AS COORDINATOR.	1 2 3 4 5	1 2 3 4 5
		QQS5. IMPROVE COMMUNICATIONS BETWEEN BOARD AND CHANCELLOR'S OFFICE.	1 2 3 4 5	1 2 3 4 5
		QQS6. SYSTEMATIZE PROCEDURES FOR DEVELOPING BOARD AGENDA ITEMS AND MAJOR REPORTS.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	RRI. **SYSTEMWIDE RESEARCH AND POLICY ANALYSIS NEEDS TO BE IMPROVED.**		
		RRS. DEVELOP STATEWIDE RESEARCH AGENDA INVOLVING RESEARCH RESOURCES IN THE FIELD AND OTHER SEGMENTS, AS WELL AS IN THE CHANCELLOR'S OFFICE.	1 2 3 4 5	1 2 3 4 5
		RRS2. OBTAIN ADEQUATE RESOURCES FOR PLANNING AND RESEARCH.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	SSI. **THE DELINEATION OF FUNCTIONS BETWEEN BOARD/CHANCELLOR'S OFFICE AND DISTRICTS NEEDS TO BE CLARIFIED.**		
		SSS. OBTAIN RESOURCES TO CLARIFY DELINEATION OF FUNCTIONS.	1 2 3 4 5	1 2 3 4 5
		SSS2. ESTABLISH PROCESS TO REVIEW STATE-LOCAL RESPONSIBILITIES TO DEVELOP VIABLE COMMUNITY COLLEGE SYSTEM.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	IP. **AUTHORITY AND RESPONSIBILITY NEED TO BE CENTRALIZED (WHERE APPROPRIATE) WITHIN THE SYSTEM.**		
		SP. IMPLEMENT STATEWIDE BARGAINING AND SALARY SCHEDULE.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	IQ. **CONSULTATION PROCESS EXCLUDES GROUPS THAT REPRESENT MINORITIES.**		
		SQ. REVIEW CONSULTATION PROCESS FOR REPRESENTATION.	1 2 3 4 5	1 2 3 4 5

3/10/88

Research and Analysis Unit
Policy Development Division
Chancellor's Office

APPENDIX

PRELIMINARY RESULTS FROM ROUND I OF DELPHI PROCESS

A total of 406 questionnaires were distributed during Round I to five groups: Board of Governors members, professional staff in the Chancellor's Office, Academic Senate Presidents, Superintendents and Presidents, and members of the Chief Instructional Officers Council. the response of 159 or 39% compares favorably with other Delphi studies that utilized similar statements with large groups.

Two of every five respondents to Round I commented or suggested changes and additions to the issues and solutions. As a result, about 150 changes or additions have been made to the questionnaire. Eighteen new issues have been added to the 44 of Round I, the number of solutions increased from 135 to 224, and a number of editorial changes made to clarify statements that were felt to be ambiguous in Round I.

This study is more complex than the usual Delphi in that respondents are asked to rank statements using four different scales on the same questionnaire. Typical Delphi questionnaires use just two ranking scales. Because of this complexity and because of timing problems with mailings, we are combining Rounds II and III. The instructions for Round II reflect this change. It is our hope that the response for Round II will equal or exceed that four Round I.

The questionnaire for Round II displays the mean and standard deviation for responses to each statement included in Round I. To illustrate the use of these results, we can examine how issues were ranked for their relevance. When comparing mean scores for these rankings, a difference of about .23 is statistically significant (using a two-tailed t-test, $P > .05$). Thus, the ranking below:

ISSUES IN EDUCATIONAL EXCELLENCE RANKED ACCORDING TO RELEVANCE

		Mean	Standard Deviation
HI.	Need for more balanced curriculum	4.34	0.97
FI.	More students in retraining	4.26	0.90
AI.	Unmet need for ESL	4.16	0.94
DI.	More students in need of ESL	4.08	1.01
CI.	Upper division transfer difficulty	4.05	0.98
EI.	Program completers lack job skills	3.92	1.04
II.	AA, AS degrees not adequate measure	3.75	0.99
GI.	Decline in community services	3.25	1.09
DI.	Inter-college transfer difficulty	3.04	1.24

could be interpreted in the following way:

Most important according to Round I respondents are issues about "trends calling for a strong general and balanced curriculum," "students returning for retraining," and "unmet needs for English as a second language (ESL)." Rankings of these issues are not (statistically) different. At the other end of the rankings, "decline in community services" and "transfer between community colleges" are seen as least important.

"Job skill lack," "4-year transfer," "more ESL students," and "degrees as a measure" were viewed as intermediate in importance. The most varied response - coefficient of variation (CV 1.24/3.04 = 41%) - was to the statement that students have difficulty transferring between community colleges. Respondents varied the least on "more students returning for retraining" (CV = 21%).

Rankings of other issues for their relevancy are as follows.

STUDENT ACCESS AND SUCCESS

		Mean	Standard Deviation
KI.	More single parents will enroll.	4.09	1.00
JI.	Access has declined since 1901.	3.97	1.12
MI	There will be more low income students.	3.89	0.94
OI.	Student assessment is uneven.	3.80	1.13
QI.	Many younger students are working.	3.80	1.19
LI.	More students will be family's first.	3.79	1.06
NI.	Poor referrals reduce retention.	3.78	1.13
PI.	More are enrolling directly at UC.	3.64	1.16
RI.	Students do not identify with college.	3.16	1.08

HUMAN RESOURCES

		Mean	Standard Deviation
TI.	Long-term need to replace faculty.	4.45	0.88
XI.	Inadequate incentives for good teaching.	4.12	1.03
SI.	Near-term need for staff development.	4.00	1.14
UI.	Certain salaries are not competitive.	3.86	1.05
YI.	Hiring procedures need improving.	3.76	1.26
VI.	Ethnic and gender imbalance on staff.	3.68	1.18
WI.	Part-time faculty are increasing.	3.60	1.19

FINANCE

		Mean	Standard Deviation
AAI.	Funding has been inadequate since 1981.	4.66	0.85
CCI.	Facilities age faster than are repaired.	4.44	0.94
DDI.	Equipment is becoming more obsolete.	4.38	0.89
GGI.	Funding is less predictable than in '70s.	4.30	1.03
BBI.	Funding is other than cost-based.	4.09	1.04
EEI.	Unmet need continues for EOPS, DSPS.	3.78	1.01
FFI.	Need new facilities; others incomplete.	3.57	0.97

DEVELOPING THE SYSTEM

		Mean	Standard Deviation
SSI.	State/local delineation needs clarifying.	4.32	0.94
PPI.	Management information needs improving.	4.27	0.85
LLI.	State/local communications need improving.	4.21	0.97
RRI.	Research and analysis needs improving.	4.14	0.95
NNI.	Chancellor's Office needs to be upgraded.	4.09	0.99
IIII.	Reform through AB 1725 and Code review.	4.08	0.90
JJI.	Decentralize authority and responsibility.	4.05	1.07
OOI.	Role of faculty is increasing.	4.05	1.02
KKI.	Improve intersegmental coordination.	4.02	0.98
III.	Calls for accountability are increasing.	4.00	0.97
QQI.	Strengthen Board of Governors role.	3.92	1.10
MMI.	Planning is segmented and inconsistent.	3.84	1.01

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